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LA THÈSE A ÉTÉ  
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The Performance Evaluation of Women  
in the Canadian Forces in Relation to  
Supervisors' Attitudes Toward Women and  
the Theory of Self-Fulfilling Prophecy

by

Suzanne P. Simpson

Thesis submitted to the School of Graduate Studies  
in partial fulfillment of the requirements for  
the degree of Doctor of Philosophy in Psychology.

Ottawa, Canada, 1982.



Suzanne P. Simpson, Ottawa, Canada, 1982.

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## ABSTRACT

The purposes of this study were to determine: (a) whether the degree to which evaluators adhere to traditional views about the rights and roles of women in society is related to the performance evaluations given to women relative to men, and (b) if so, whether the model of self-fulfilling prophecy developed in this thesis is an appropriate explanation for the dynamics which underly the differential evaluation of men and women. The subjects were supervisors, and subordinates of non-officer status, in the Canadian Forces.

The research established that there is pro-male bias in actual performance evaluations among evaluators who express more stereotypic views about the rights and roles of women in society, even under the circumstances of intimate knowledge of job performance. This relationship was found for three scales related to supervisory and leadership skills out of the total of seventeen scales on the Performance Evaluation Report (PER).

A model of self-fulfilling prophecy was advanced to explain the dynamics underlying the differential evaluation of men and women. Within the context of this model, some support was obtained for the prediction that traditional supervisors would have lower expectancies for their female subordinates than more egalitarian supervisors would have for theirs. No support was obtained, however, through the survey of the supervisors and the subordinates, for the position that

supervisors act in a manner consistent with their expectancies - that is, supervisors with lower expectancies, through the kinds of reinforcement and environmental contingencies they establish, cause women to perform less effectively, and have lower expectancies for their own potential to achieve.

There were many more differences related to the sex of the subordinate in the results of the PERs, and surveys of supervisors and subordinates, than could be accounted for by the supervisors' attitudes toward women, as measured by the short form of the Attitudes Toward Women Scale (AWS). Three possible reasons were advanced: (a) the supervisors' attitudes toward women as measured by the AWS may not be particularly related to the more specific attitudes supervisors may hold about the roles and opportunities for women in the military; (b) there may have been a bias in the selection of the supervisors and/or subordinates; and, (c) there may be real differences in the performance, and the expectancies for the performance of men and women in the military, due to the tendency in our society to socialize women toward a feminine ideal, an ideal which may be in conflict with the kinds of behaviours required to succeed in the military. The differences in results related to the sex of the subordinate were consistent with the roles and attributes found by other researchers to be commonly associated with the sexes.

The discussion of the implications for future research on the evaluation of men and women included a recommendation for continued investigation using actual performance-evaluations in the workplace, varying the sex-role orientation of the occupations or professions under consideration. In addition, it was recommended that careful consideration be given to the operational definition of sex-role stereotype, if continued use of this concept is to be made in explaining differences in the evaluations of the products or performance of men and women. Recommendations were made for continued research on the possible self-fulfilling nature of supervisors' expectancies for their subordinates, using direct observation techniques of supervisor/subordinate interactions, rather than the more subjective survey methods used in this study. Recommendations were made to the Canadian Forces (a) to institute programs to help offset the potential bias against women achieving in the military, and (b) to continue research on the possible self-fulfilling nature of supervisors' expectancies for their subordinates, by directly observing supervisor/subordinate interactions.

## Introduction

Research examining evaluation procedures and other personnel decisions affecting careers of men and women (e.g. - who is given professional development opportunities) in the workplace has for the most part demonstrated bias against women, particularly in professions and occupations not traditionally held by them. Women are directed towards lower paying jobs, requiring less education, and are selected less frequently than men for management positions (Donahue & Costar, 1977; Fiddell, 1970; Heneman, 1977; Rosen & Jerdee, 1974; Shaw, 1972). Once on the job women are given fewer professional development opportunities, are promoted less frequently, and may be seen as possessing fewer or less of the qualities necessary for advancement into management positions than men (Bartol & Butterfield, 1976; Rosen & Jerdee, 1973; Rosen & Jerdee, 1974; Terborg & Ilgen, 1975). On occasion sex role stereotyping tends to create bias against men in the employment setting; for instance, employers are probably more lenient with women as far as family demands are concerned (Rosen & Jerdee, 1974).

Virtually all of the studies reviewed have simulated evaluation and selection procedures used in the work place. None have examined evaluations of the actual performance of men and women where those evaluations have primary significance to the careers of the men and women involved. Moreover, while sex role stereotypes are cited by most re-

searchers as the basis for the differential evaluation of men<sup>2</sup> and women in the workplace, few studies have systematically examined this thesis. The purposes of the study will be:

1. to examine actual evaluations of men and women in the Canadian Forces to determine whether or not the degree to which evaluators adhere to traditional views about the roles of women in society influences performance evaluations given to women relative to those given to men; and,
2. if differences in performance evaluations are found across evaluators who hold differing views about the roles women should play in society, to examine some of the dynamics underlying these differential evaluations.

## CHAPTER I

### Review of Literature

#### Sex Roles

Definition. A great deal of confusion exists in the usage of the term sex role. Gordon (1966) proposed that role has three separate foci, position, behaviour and relationship, utilized in the main fields, anthropology, psychology and sociology, respectively. Sex role as position usually involves the division of labour by sex in structured groups; as behaviour, sex role tends to be defined in terms of personality, abilities, preferences, and the like without regard to context; as relationship, the focus is on sex role learning in varied social settings (Angrist, 1969). Angrist (1969) concludes in a review of the definitions of sex role that it "singularly suffers from absence of specific definition. Its meaning is connotative instead of denotative." She proposed that sex role could be conceived as having four elements: label, behaviour, expectations, and social location.

Brigham (1971) argues that a stereotype differs from other generalizations, in the sense that it must be viewed by outside observers as being unjustified; thus, sex role stereotype implies a generalized, conventional or standardized image, considered to be unjustified by outside observers, about the behaviour, expectations and social location of men and women.

Sex Role Differences. Spence and Helmreich (1978) indic-

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ate that sex role differentiation is universal among human societies: women and men are assigned different tasks, rights, privileges and are likely to be subject to different rules of conduct, particularly in interaction with each other. Reflecting this division of roles, men and women are typically assumed to possess different temperamental characteristics and abilities - "distinctive sets of attributes whose existence is used to justify the perception of the society's role structure or whose inculcation is believed to be necessary if members of each sex are to fulfill their assigned functions." (p. 4)

The role differentiations between the sexes vary widely across societies, yet certain similarities are present. Women are usually given the primary responsibility for caring for the children and the family dwelling, while men are given the primary responsibility for providing for the family's economic well-being (Spence & Helmreich, 1978). Parsons and Bales (1955) have characterized this division of labour as representing a distinction between instrumental and expressive roles, men charged with being the family's representative in the outside world and acting on its behalf, and women accorded responsibility not only for ministering directly to the physical needs of the family members, but also for maintaining interactions among them and attending to their emotional needs. Paralleling these divisions, men are expected to develop independence, self-reliance, and other instrumental

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skills that will permit them to discharge their responsibilities to their families and society as a whole, while women are expected to develop the nurturant expressive characteristics needed to carry out their interpersonal tasks.

Results of research on sex role stereotypes are in keeping with this theoretical framework. Broverman et al. (1972) concluded that a strong consensus exists across groups which differ in sex, age, religion, marital status and educational levels. Typically men are perceived to be independent, objective, active, competitive, logical, skilled in business, worldly, adventurous, and competent; while women are viewed as gentle, sensitive to the feelings of others, tactful, religious, neat, quiet, interested in art and literature, and able to express tender feelings (Broverman, Vogel, Broverman, Clarkson & Rosenkrantz, 1972). Indications are that both men and women incorporate the above stereotypic differences into their self-definitions, although not to the extent to which stereotypic traits are ascribed to men and women in general (Broverman et al., 1972).

Differences also exist in most societies in the power relations between the sexes - typically, men are expected to be dominant over their wives and to have greater control of economic resources (Spence & Helmreich, 1978). Even in societies in which the interactions within the family are relatively egalitarian, men in their extrafamilial relationships are likely to be accorded positions of greater power

and prestige than women (Stephens, 1963; Touhey, 1974a,b)<sup>6</sup>. Furthermore, characteristics ascribed to men are frequently valued as positive and viewed as healthier than characteristics ascribed to women (Broverman et al., 1972).

Explanations of the origins of sex role differences and the factors that maintain them, continue to be the subject of scientific controversy. In the introduction to an anthology of readings on sex differences encompassing the disciplines of psychoanalysis, anthropology, sociology, psychology and ethology, Lee (Lee & Stewart eds., 1976) outlined areas of theoretical consensus and nonconsensus. The areas of consensus according to Lee are as follows:

1. the sexes differ with respect to important aspects of behaviour, world view, preferences, expectations, attitudes, temperament, and/or character but also have many functional similarities;
2. sex differences interact with age and/or developmental stage in life;
3. there are many males and females who are exceptions to one or more of the normative differences;
4. most functional sex differences are an outgrowth of the interaction of biological sex with cultural influences;
5. there are sex differences in status, with males almost always being assigned more valued status than females;

6. the functional differences between the sexes are complex, multidimensional, and often difficult to understand - this so, despite a common human tendency to view them as simple, unidimensional, and self-evident.

The three main areas of nonconsensus according to Lee are as follows:

- 1. there are differences of opinion on the relative contribution of biology and culture to the interactions which underlie functional sex differences - some, like the early psychoanalysts assigned a larger role to biological determinants, while others (e.g. Mead, 1949) emphasized the influence of cultural factors;
- 2. there is little consensus on the balance between sex similarities and differences:- some clearly conceptualize sex differences as resting on a broader spectrum of human characteristics, while others perceive the sexes as more different than alike;
- 3. there is little consensus on the relation of sex differences to sex status - the question is, to what degree are functional differences attributable to social status; or, to put it another way, if social status differences between the sexes were removed, which functional differences, if any, would remain?

Returning to the definition of sex role stereotype, it would appear that the standardized or conventional images of men and women in our society have to do with men being characterized by instrumental roles, charged with being the family's representative in affairs outside the home and acting on its behalf, and with women being given the nurturant role, responsible for the physical needs of the family as well as attending to emotional needs and maintaining harmonious interactions among the family members (Parsons & Bales, 1955). In keeping with this, positively valued traits for men form a cluster of related behaviours representing competency, rationality, and assertion. The positively valued feminine traits form a cluster which reflects warmth and expressiveness (Broverman et al., 1972). Because of their responsibilities as representatives of the family, men are viewed as having higher status than women (Spence & Helmreich, 1978; Lee & Stewart, 1976). The theoretical conceptualizations for the origins of sex role differences, and consequently stereotypes, and the factors which maintain them are the subject of scientific controversy. The main areas of nonconsensus involve the relative contribution of biology and culture to functional sex differences, the balance between sex similarities and differences, and the relationship of sex differences to the status of the sexes (Lee & Stewart, 1976).

Changing Sex Roles. Changes in technology, economics, and social organizations are heralding changes in the status,

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roles and functions of the sexes. Lee (in Lee & Stewart eds.,  
1976) indicates that:

"The contemporary crisis in sex identity is essentially a conflict between the traditional ideas about sex differences and the new realities of sex role. Our society's understanding of the nature of sex differences is derived from the cultural past. But the realities which currently dictate the specific roles and functions of men and women spring from ongoing changes in economics, technology, and social organization. These changes are shaping a new sensibility about sex differences which departs in significant ways from the old sensibility."  
(p. 13)

Technological change has introduced labour saving devices in the household giving many women surplus time for employment outside the home as well as for self-improvement and education (Lee & Stewart, 1976). Advances in medical care have increased the longevity of both men and women making for longer productive lives and more leisure time after retirement. At the same time the technology of birth control, particularly the contraceptive pill for women, has freed women from unwanted pregnancies. Sure birth control techniques have also had an impact on courtship and marriage customs. They have given women the prerogative of disassociating their sexual behaviour from pregnancy and childbirth, thus freeing them from traditional social and biological constraints on their sexuality. The relative availability of premarital sexual partners for both men and women, has tended to reduce the importance of sex as an incentive to marriage, contributing to a trend towards marrying at a later age (Lee & Stewart, 1976). The freedom from childbearing has also made

it easier for married women to contribute partially or fully to the economic support of the family.

The last two decades have witnessed great changes in the family, with it becoming increasingly nuclear, in sharp contrast to the traditional extended family (Lee & Stewart, 1976). In the absence of the extended family support system, there has been a convergence of function between husbands and wives, which in many instances has resulted in role overlap and occasionally role reversal. This, plus the movement of women into the labour force tends to invalidate Parsons' (Parsons & Bales, 1955) classic designation of women as holding primarily "expressive and nurturant" roles and men as maintaining essentially "instrumental" roles in our society. Increasing divorce rates have contributed to an increase in two alternate types of families: divorced people who remarry with children who may have strong ties to a biological parent not in the family unit; and single parent families (Lee & Stewart, 1976). As novel family forms become increasingly prevalent the traditional complementary sex division of labour no longer holds in many two parent nuclear families, and is simply dysfunctional in single parent families where the remaining parent must assume both parental roles (Lee & Stewart, 1976).

The number of women in the Canadian Labour force is fast approaching 50 percent (Statistics Canada, 1979). The female labour force participation rate for women with no children is

73.5 percent; for women with children 45.5 percent; and, for women with children over 6 years of age 51.4 percent (Statistics Canada, 1976). While the labour saving devices in the home and better birth control techniques may have created a "boredom push" of women out of the home into the labour force, it appears that "income pull" may also be a large factor (Lee & Stewart, 1976). Roughly 40.8 percent (Statistics Canada, 1976) of the total number of women in Canada in the labour force are single, widowed, divorced or their husbands are absent. This does not include the number of women who work because their husbands' income alone would be too low to support the family.

The increased participation of women in the work force has not, however, been accompanied by as rapid a change in attitudes towards appropriate work roles for women (Terborg, 1977). Probably the single most important factor which has allegedly created a barrier to the integration of women into work roles not traditionally held by women is the existence of pervasive and persistent sex role stereotypes (Terborg, 1977). In laboratory research and work place simulations, commonly held beliefs about the appropriate roles and attributes of men and women are cited by most researchers as the basis for the differential evaluation of men and women (Nieva & Gutek, 1980). Should this be the case with actual evaluations in the employment setting, sex role stereotyping could be highly dysfunctional for the organization that wishes to

optimally utilize all of its employees' contributions in achieving its goals.

### Differential Evaluation of Men and Women

Pro-Male Bias. There is good reason to believe that sex role stereotyping does result in discrimination against women in the employment setting. Research simulating employment conditions has demonstrated bias against women in counselling for careers (Donahue & Costar, 1977), in selection for jobs (Fiddell, 1970; Heneman, 1977; Haefner, 1977b; Rosen & Jerdee, 1974b; Shaw, 1972), in salaries offered (Dipboye, Arvey & Terpstra, 1977; Fiddell, 1970; Terborg & Ilgen, 1975), in evaluations on the job affecting promotion (Bartol & Butterfield, 1976; Rosen & Jerdee, 1974a,c, 1973), and in selection for professional development opportunities (Rosen & Jerdee, 1974a). Bias against women has also been demonstrated in the selection of applicants for scholarship funds (Loa, Upchurch, Corwin & Grossmickle, 1975), and for a study abroad program (Deaux & Taynor, 1973).

Pro-male bias has also been demonstrated beyond the selection situation. When identical professional articles and paintings were attributed to male and female sources, the products attributed to men were more highly rated than were those attributed to women (Goldberg, 1968; Pheterson, Kiesler & Goldberg, 1971). Deaux and Emswiler (1974) found that male performance on a perceptual task was rated as more skillful than the equivalent performance by a female, regardless of

whether the task was commonly perceived to be male-related (i.e. - discrimination of mechanical objects) or female-related (i.e. - discrimination of household tasks). Likewise, Taynor and Deaux (1975) found that the behaviour of a character in a description of an emergency situation was considered more logical when the character was depicted as male than when depicted as female.

There have been several studies investigating the relationship between the evaluations given to males and females, and their levels of competence in various areas. The results are complex; however, it seems that, whether or not competent women are given equal ratings when compared with competent men (Deaux & Taynor, 1973; Piacente, Penner, Hawkins & Cohen, 1974), competent women are perceived as less feminine (Piacente et al., 1974); are given less consideration when they blunder (Deaux, 1972); are not preferred by men as coworkers in competitive or cooperative situations (Aronson, Willerman & Floyd, 1966; Haefner, 1977a; Hagen & Kahn, 1975; Helmreich, Aronson & Lefan, 1970); and are more likely to be excluded by both sexes in a work group (Hagen & Kahn, 1975).

Studies on leadership and supervisory styles show that men and women are evaluated differently depending on the leadership style used, sometimes in favour of men, sometimes in favour of women. Rosen and Jerdee (1973) found that a reward style of handling absenteeism and poor work performance

(i.e. - salary increase incentive) was rated as more effective for male supervisors than for female supervisors. A friendly dependent style (i.e. - asking for employees' assistance in helping to improve performance) was rated as more effective for supervisors of either sex when used with subordinates of the opposite sex. In another study (Bartol & Butterfield, 1976), a consideration style of leadership (e.g. - establishing a friendly warm atmosphere) was valued more highly for female managers, and males received higher scores for a structured style of leadership (e.g. - structured atmosphere with clearly defined work goals and expectations). Results also indicate that men and women share common perceptions and expectations about appropriate behaviours for males and females in supervisory positions (Bartol & Butterfield, 1976).

In terms of evaluator characteristics, Simas (1976) found that high authoritarian personalities in personnel selection positions adhere more to stereotypic attitudes towards women and are less likely to select women for management trainee positions than low authoritarian individuals. The explanation advanced for this finding was that high authoritarian individuals have a stronger need for structure and are, therefore, more likely to adhere to traditional attitudes towards women in society.

Contrasting Findings. A number of studies have found that women receive disproportionately favourable evaluations

compared with men, given similar performance. Jacobson and Effertz (1974) found that followers tended to rate the performance of male leaders as being worse than that of female leaders, even though their performance was the same. Similarly, Abramson, Goldberg, Greenberg and Abramson (1978) found that female attorneys and paralegal workers were rated as having more vocational competence than identical males. Both (Abramson et al., 1978; Jacobson & Effertz, 1974) explain that because the successful performance was not in keeping with conventional sex roles, it was given more value than equivalent performance for men. Abramson and coauthors (1978) labelled this the talking platypus phenomenon: "After all, it matters little what the platypus says, the wonder is that it can say anything at all." Supporting evidence for this phenomenon can also be found in two studies (Bigoness, 1976; Hamner, Kim, Baird & Bigoness, 1974) of business students' evaluations of the filmed performance of grocery stock workers. Given the same performance women were rated higher than men, especially under the condition of very good performance.

A number of studies have found no differences in the evaluation of males and females. Frank and Drucker (1977), using an in-basket technique, found no difference in ratings of males and females on sensitivity, organization, planning and written communication. Taynor and Deaux (1973) found no differences in the ratings of performance, ability, and

effort of male and female characters described in emergency situations. Hall and Hall (1977) also found no sex differences in ratings of ability, motivation, and overall task performance, using a case study of a male or female personnel director. Similarly, Dipboye and Wiley (1977) found no differences in the evaluation of males and females by college recruiters.

The Perceived Causes of Performance. The perceived reasons for good and poor performance may influence evaluators to be either lenient or severe in rating performance. Attribution theorists suggest that performance can be attributed to four causes: ability, effort, task difficulty, and luck (Weiner, Frieze, Kukla, Reed & Rosenbaum, 1971), which can be characterized as either internal or external, and either stable or unstable. Performance is seen as repeatable if its perceived causes are either stable or internal to the individual, and behaviour is maximally predictable if its perceived causes are both stable and internal. Of the four proposed causes, ability fulfills the condition of maximum predictability in that it is stable and internal in locus of control.

Results of studies on attributions for the success of men and women (Cash, Gillen & Burns, 1977; Deaux & Emswiller, 1974; Etaugh & Brown, 1975; Feather, 1977; Feather & Simon, 1975; Feldman, Summers & Kiesler, 1974; Garland, 1977; Taynor & Deaux, 1975) indicate that generally success for women in

male-oriented tasks or occupations is attributed less to ability and more to external variable factors such as luck than for males. For instance, Feldman et al. (1974) found that when given a description of a character who succeeded in obtaining a job in a male-dominated high-status field, subjects were more likely to attribute that success to a cause external to the applicant's control, if the character were female. On the other hand, when given a description of a female character who succeeded in getting a job in a female-dominated high-status field, the subjects were more likely to attribute the success to variables within the applicant's control, such as ability, than when given the same description with a male character. Furthermore, the tendency to attribute the success of women in management to external factors is associated with negative attitudes towards women in management (Garland & Price, 1977). Conversely, a tendency to attribute success of women in management to internal factors, such as ability, is associated with positive attitudes towards women in management (Garland & Price, 1977).

Pro-male attribution bias persists in cases of ineffective performance. Etaugh and Brown (1975), and Cash and co-workers (1977) found that unsuccessful performance was more frequently attributed to lack of ability in women than was comparable lack of performance in a male. Cash et al. (1977) also found that unsuccessful performance by a male was more likely to be attributed to bad luck than was the same per-

formance by a woman. Similarly, in a school setting Feather and Simon (1975) found that feminine failure was attributed more to lack of ability than male failure, while course difficulty was used to explain male failure more than female failure.

These findings suggest that because the success of women is frequently attributed to variable factors beyond their control, evaluators will be less likely to predict future success and current performance is more likely to be discounted.

Factors Affecting the Evaluation of Men and Women. Nieva and Gutek (1980) in their review of the research on the evaluation of the qualifications and performance of men and women, indicated that although most of the studies reviewed showed pro-male bias, contradictory evidence was found. They suggest that the factors which affected the findings involved: (a) the level of inference required in the evaluation situation, (b) the effects of sex-role incongruence, and (c) the effect of level of qualifications and performance exhibited.

With respect to the level of inference required, greater evaluation bias was found in studies on the evaluation of qualifications and on the causal attributions of performance than in the studies focusing on past performance (Nieva & Gutek, 1980). Nieva and Gutek (1980) reason that past performance requires the lowest level of inference since the

assessment is confined to the behaviour or product exhibited and no further speculation is required. Terborg and Ilgen, (1975) and other researchers (Frank & Drucker, 1977; Hall & Hall, 1977) suggest that the effect of bias and stereotypes is most potent when little is known about the female and that stereotyping decreases as more information is obtained. Kiesler (1975) calls this process "actuarial prejudice" - whereby the perceived probability of success of any one person is reduced when the probability of success of the group to which the person belongs is lower than that of other groups. Failing additional job-specific information on women, the process of actuarial prejudice implies that judgements about capabilities to succeed in male-dominated career fields will favour men. Kanter (1976) extends this concept further by describing perceptual phenomena occurring amongst majority group members which act to preserve stereotypic views of a socially distinct set of minority group members newly introduced into a work setting. Because majority group members frequently have had limited or role-circumscribed experiences with the minority group members, the token group is subject to: visibility - the minority group capture a disproportionate share of the awareness; polarization - differences between the minority and majority groups are exaggerated; and, assimilation - the minority group's attributes are distorted to fit pre-existing generalizations (or stereotypes) about the group. These processes in combination would tend to

create a situation in which the performance of women would be discounted by evaluators in male dominated fields.

The second factor which Nieva and Gutek (1980) indicate affects the evaluations of men and women is sex-role incongruence. Most of the studies showing pro-male evaluation bias have used predominantly masculine domains (Dipboye, Fromkin & Wiback, 1975; Fiddell, 1970; Rosen & Jerdee, 1974a, 1974b, 1974c; Rosen, Jerdee & Prestwich, 1975; Shaw, 1974; Terborg & Ilgen, 1975). In those studies in which there has been a balance of typically male and female occupations under consideration it was found that both males and female suffered in sex-atypical jobs (Levinson, 1975; Nilson, 1976; Cash et al., 1977; Cohen & Bunker, 1975), although it is unclear which sex suffers more from sex-role incongruence. Levinson (1975) and Nilson (1976) showed discrimination of greater proportion for males in sex-incongruent jobs, than females applying for sex-incongruent jobs. On the other hand, Cash and coworkers' (1977) findings suggest that men are seen as more appropriately placed in masculine and neuter jobs than feminine ones, whereas women are seen as more appropriately placed in feminine jobs than either masculine or neuter ones. Furthermore, Cohen and Bunker (1975) point out that there tends to be more male jobs than female ones, and male jobs are also perceived to be higher in status.

More fundamentally, Nieva and Gutek (1980) argue that many norms regarding desirable work related behaviours are

often incompatible with norms regarding behaviours appropriate to the female sex role. The most global of these potentially conflicting standards, concerns general competence, which is expected on a job, but is not stereotypically expected of women (Broverman et al., 1972). The results described above regarding competence support this position in that competent women are perceived as less feminine, are given less consideration when they blunder, are not preferred by men as coworkers in competitive or cooperative situations, and are more likely to be excluded by both sexes in a work group. Assertiveness is another example of a trait desirable in many jobs, but regarded negatively in women (Loa et al. 1975). In addition, while competitiveness in a man is enjoyed by other men, competitiveness in a woman results in her ostracism (Hagen & Kahn, 1975). Sex-role incongruence may under certain circumstances result in the reverse of what might be expected - the over-evaluation of women. This usually occurs when women are clearly performing well in unexpected circumstances (Hamner et al., 1974; Bigoness, 1976; Jacobson & Effertz, 1974; Abramson et al., 1978). Taynor and Deaux (1973, 1975) have used equity theory to explain this phenomenon. This model suggests that persons perceived as operating under constraints over which they have no control are usually perceived as more deserving of reward than individuals who are not operating under such circumstances (Leventhal & Michaels, 1971).

The final factor which Nieva and Gutek (1980) suggest affects the manner in which bias operates is the level of qualification or performance of the men and women under consideration. Men are evaluated higher than women when they are equally competent, but women are judged superior to men when the capabilities of both are clearly low (Deaux & Taynor, 1973; Feather & Simon, 1975). In addition, whereas males were evaluated more positively when they succeeded than when they failed, women were evaluated more positively when they failed than when they succeeded. Other studies showed that while evaluators made little distinction between males and females who were of low competence or who were applying for routine and less demanding jobs, males were preferred over women when there was an equally high level of competence or when the jobs were demanding (Haefner 1977a, 1977b; Heneman, 1977; Rosen & Jerdee, 1974). Bias then appears to operate in both directions - competent males are rated more positively than competent females, but incompetent males are rated lower than equally incompetent females. Nieva and Gutek (1980) reconcile this pattern of results with the notion of sex-role congruence. Because success in demanding situations or occupations is generally expected of males and not of females, unsuccessful females are not as heavily penalized as unsuccessful males, from whom more is expected; however, women are not rewarded for success in the same way that males are: Success is viewed more positively if it is consistent with

sex-role expectations than if it is inconsistent (Feather, 1975).

Summary. In the studies reviewed there is predominantly a pro-male bias in the evaluation of men and women. Success for women is more generally attributed by evaluators to external variable factors such as luck than is success for men. On the other hand, lack of success for women is more frequently associated with internal stable factors such as lack of ability, than is comparable unsuccessful performance for men. Nieva and Gutek (1980) attribute inconsistencies in the research findings to (a) the level of inference required in the evaluation situation, (b) the effect of sex-role incongruence, and (c) the effect of level of qualifications required and/or the performance exhibited. Although few studies have systematically examined this thesis, sex-role stereotyping has been cited by most researchers as the basis for the differential evaluation of men and women (Nieva & Gutek, 1980; Terborg, 1977).

#### Self-Fulfilling Prophecies

Research on sex role stereotyping and the evaluation of qualifications, performance and/or the products of men and women has been reviewed. The research review implicates sex-role stereotypes held by evaluators as the basis for this differential evaluation of men and women. The theory of self-fulfilling prophecy suggests, however, that the dynamics behind this relationship are complex, and may have long-term

consequences for the self-concept and future behaviour of the individual being evaluated. According to Merton (1948) "the self-fulfilling prophecy is in the beginning, a false definition of a situation evoking a new behaviour which makes the originally false conception come true" (p. 423). Thus, the self-fulfilling prophecy involves a process whereby expectancies held by a perceiver about a target actually influence the target's behaviour in ways that confirm the perceiver's expectancies.

Jones (1977) argues that stereotypes are regions within one's implicit theory of personality. The act of assigning a label to an individual, or assigning the individual to a distinct social group results in certain expectancies for the individual consistent with the label; in this case, for the women to behave in a way consistent with the stereotype for their sex. By virtue of having these expectancies individuals in high status positions can set up the environment, attend to behaviour, and establish reinforcement contingencies such that it is difficult for the stereotyped individual not to act in a manner consistent with expectancies.

This is similar to the concept of role entrapment advanced by Kanter (1976) whereby stereotypic assumptions and mistaken attributions made about tokens tend to force them into playing limited and caricatured roles in the system. Typically when women are members of a token group in a predominantly male environment, the men in the work group res-

pond to the women in ways which preserve the familiar forms of interaction that they have had with women in other spheres of their lives - for example, wife, mother, lover, etc. Often Kanter (1976) argues, it is easier for tokens to accept the stereotyped roles than to fight them, even if their acceptance means limiting the token group's range of expressions or demonstrations of task competence.

Jones (1977) argues that not only can the behaviour of the stereotyped individuals be modified, but also the expectancies they hold for themselves. With respect to performance evaluations at work the results could be that lower performance evaluations given to women are consistent with their actual performance, but reinforcement and environmental contingencies established by the supervisor and significant others have modified the women's performance levels, and possibly the women's expectancies for their ability to perform at work.

Darley and Fazio (1980) outlined the sequence of events which characterize the process of self-fulfilling prophecy as follows:

1. Perceiver develops a set of expectancies about the target person.
2. Perceiver then acts toward the target person in a fashion consistent with his/her expectations of the target.
3. Target interprets the meaning of the perceiver's action.

- 4. Based on this interpretation the target person responds to the perceivers action.
- 5. Perceiver interprets the target's action.

Darley and Fazio (1980) argue that despite the fact that the target's behaviour is either ambiguous or disconfirms the perceiver's impression of the target, the perceiver is likely to interpret the ambiguous response in a biased manner, or to attribute the target's disconfirming behaviour to situational forces. Both result in the maintenance of the original impression of the target. For example, in the case of disconfirming behaviour, Regan, Straus and Fazio (1974) found that skilled performance on the part of a liked other was attributed to the dispositional characteristics of that other, whereas the same behaviour by a disliked other was attributed to situational forces. Conversely, poor performance was attributed externally for liked others, and internally for disliked others. In the case of ambiguous behaviour on the part of the target, Hastorf and Cantril (1954) for example found that students from two universities viewed the infractions during a football game between their two teams very differently. Duncan (1976) found that an ambiguous shove was rated as more violent by white subjects when a black performed the act than when a white did.

In the case of behaviour from the target which objectively confirms expectancies, Darley and Fazio (1980) argue

that the perceiver underestimates his or her own role in producing that particular response, and attributes the response to the dispositional qualities of the target person. Even when explicitly made aware of some obvious situational pressure operating on the actor, observers draw dispositional inferences regarding the actor (e.g. E.E. Jones, 1979; E.E. Jones & Harris, 1967; Snyder & Jones, 1974).

Darley and Fazio (1980) further indicate that the target's self-perception of his or her behavioural response may lead the target to infer a new attitude toward (a) the situation, which may prompt similar confirming behaviours in later similar situations, (b) the perceiver, which may prompt expectancy confirming behaviour in later interaction with the perceiver; or (c) himself or herself, which may represent a modification of self-concept and may influence behaviour in a variety of later situations. It is the latter case which Jones (1977) argues frequently occurs with stereotyped groups. In support of this, Snyder and Swann (1978) found that targets who were led to believe that their hostile response to a perceiver reflected a disposition, acted in a hostile way toward a new partner. Comer and Laird (1975), found that subjects who agreed to perform an unpleasant act (i.e. eat a worm) tended to draw one of three inferences from the agreement: (a) some subjects concluded that the act of eating a worm was not actually all that unpleasant; (b) some subjects concluded that they were brave and heroic individuals;

and, (c) some subjects concluded that they deserved to suffer. The latter two groups, then, attributed their behaviour to some aspect of themselves. (Later when asked to choose between either a task in which shocks were to be administered to them or a neutral task, a greater number of those who attributed the behaviour of eating a worm to themselves (Groups b and c), chose to shock themselves than did the subjects who changed their concept of the worm (Group a). The findings of these studies suggest that, in fact, the target person can ascribe to himself or herself the very qualities the perceiver expected. Furthermore, this self-ascription prompts the target to behave congruently with the perceiver's original expectancy, even in interaction with different others or in different situations (Darley & Fazio, 1980).

To meet the requirements of the classic self-fulfilling process (Merton, 1948), a study must demonstrate (a) what the perceiver's expectancies of the target individual are; (b) that the perceiver behaved toward the target in a manner consistent with the perceiver's expectancies; and (c) that the target's behaviour was modified in some manner to coincide with the perceiver's expectancies. Perhaps the best known study supporting the notion of self-fulfilling prophecies was conducted by Rosenthal and Jacobson (1968) entitled "Pygmalion in the Classroom", in which children, from whom the teacher was led to expect greater intellectual growth, demonstrated such growth relative to other students in the class.

The variables which mediated the teacher expectancy effects were investigated in a subsequent study (Meichenbaum, Bowers & Ross, 1969). It was found that the teacher's behaviour towards the student was indeed affected, with some teachers significantly increasing positive interactions and other teachers decreasing negative interactions. Together, these studies reflect the three requirements listed above which define the self-fulfilling process.

Two other studies by Snyder and his colleagues (Snyder & Swann, 1978; Snyder, Tanke & Berscheid, 1977) have similarly obtained evidence for the existence of this behavioural confirmation process. Snyder, Tanke & Berscheid (1977) required male "perceivers" to interact on the telephone with female "targets" whom they were led to believe were physically attractive or unattractive. They found that men who anticipated interaction with attractive women perceived them as sociable, poised and humorous. Conversely, men who anticipated interaction with unattractive women perceived them as awkward, serious and socially inept. Further, the actual behaviour of men who believed their partners to be attractive was judged by objective observers to be more sociable, warm and outgoing than that of men who believed their partners to be unattractive. Females who were believed to be attractive were judged to exhibit greater animation, greater enjoyment of the conversation, and greater liking for their male partner, than those women who were believed by their partners to be un-

attractive.

In a second study (Snyder & Swann, 1978), perceivers were provided with hypotheses about personal attributes of other individuals (i.e. - they were either introverted or extroverted). The participants were prepared to test these hypotheses by choosing a series of questions to ask their targets in an interview. The participants prepared for the interview by preferentially selecting questions which would confirm their hypotheses. Moreover, these search procedures channeled social interaction between participants and targets in ways that caused the targets to provide actual behavioural confirmation for the perceivers' hypotheses. Both studies demonstrate the potency of the perceiver's expectancies in directing his or her behaviour with respect to the target individual, and in encouraging behaviours on the part of the target which confirm the perceiver's expectancies.

Word, Zanna and Cooper (1974) in one experiment demonstrated that white interviewers exhibited different nonverbal behaviours towards black and white applicants. Interviewers of applicants (a) distanced themselves further from the applicant, (b) had higher rates of speech errors, and (c) spent less interview time with the applicant than interviewers of white applicants. In a subsequent experiment employing naive white applicants and trained white interviewers, applicants treated like the black applicants in the first experiment were judged to perform less adequately, and

to be more nervous in the interview situation than subjects treated like whites. They also reciprocated behaviours exhibited towards them by distancing themselves further from the interviewer and rating the interviewers as being less adequate and friendly.

Zanna and Pack (1975) conducted a study to investigate the extent to which sex differences in behaviour might be a function of self-fulfilling prophecy. In that study, female subjects responded to an attitudinal questionnaire purported to measure whether people with certain personality traits share certain opinions. The questionnaire actually was designed to assess sex-role stereotypic traits and behaviours. Subsequently, the female subjects were led to anticipate interaction with a male considered to be desirable or undesirable as a potential date, whose "ideal woman" was either traditional or nontraditional. When the partner was desirable, the women tended to present themselves in terms of his ideal type. In addition, the women performed better on tests involving intellectual competence when the partner was portrayed as having non-stereotypic views about women. Undesirable partners had no effect on the women's attitudes or behaviours. Similarly, von Baeyer, Sherk and Zanna (1981) found that female subjects presented themselves (physically or verbally) to a male job interviewer in a fashion consistent with his presumed sex-role orientation. Zanna and Pack (1975) suggest that "interpersonal self-fulfilling prophecies

mediated by sex role can account, in part, for sex differences in behaviour" (p. 589).

It would appear then, that perceiver's expectancies regarding a target influence not only the perceiver's behaviour toward that target, but also the target's behaviour toward the perceiver. To the extent that the perceiver's expectancies are biased either positively or negatively we may anticipate parallel biases in the interaction sequence. In the case of the evaluation of men and women at work, it could be that expected that supervisors/evaluators who hold more stereotypic views about the rights, roles and attributes of women would have lower expectancies for the performance of women under their employ, particularly in male-dominated occupations. Furthermore, it could be expected that behaviours exhibited towards the women would be consistent with these expectancies. The consequence of these behaviours would be poorer work performance on the part of the women.

It has been argued by Jones (1977) and demonstrated through research (Comer & Laird, 1975; Snyder & Swann, 1978) that not only is the target's behaviour modified to be in accord with the perceiver's expectancies, but also the target's own self-ascriptions and self-concept. The implication for women working for evaluators having stereotypic views, is that the women's own self-concepts and expectancies will be influenced to the extent that there may be a long term impact on performance in new work situations.

## The Problem

### The Evaluation of Men and Women in the Canadian Forces.

All of the studies reviewed on the evaluation of men and women have simulated evaluation and selection procedures employed in the workplace, and a good proportion have used college samples. Moreover, most have cited sex-role stereotypes held by evaluators as the basis for the differential evaluation of men and women, although few have in fact demonstrated this to be the case. One of the purposes of this study, therefore, is to examine the actual evaluations of men and women in the workplace (in this case, service men and women in the Canadian Forces) to determine whether or not the degree to which evaluators adhere to traditional views about the roles of women in society is related to the performance evaluations given to women relative to those given to men.

The question arises as to whether stereotyped beliefs about the roles and competencies of women would influence performance evaluations under the employment conditions which exist in the Canadian Forces. As indicated, Nieva and Gutek (1980) suggest that there are three factors which determine whether there are differences in the evaluation of men and women: (a) the level of inference about the qualifications and/or the performance of those being evaluated; (b) the degree of sex-role congruence between the job, performance or product being evaluated and the sex of the individual; and, (c) the level of qualifications and/or performance being

rated.

Considering the first of these factors, the level of inference required, supervisors in the Canadian Forces are likely to have sufficient knowledge of the capabilities and performance levels of their subordinates, since they must have been under the supervisor's employ for a minimum of three months. From this point of view, all other things being equal, there should be little reason for the men and women to receive different evaluations. On the other hand, there are a small number of women in the service (8 percent of the total strength) and Kanter (1976) argues that under these conditions stereotyping of the token group is likely to persist. Despite the level of knowledge of their subordinates' work, it is likely that "actuarial prejudice" would exist, because of the insufficient numbers of women to dispel the ambiguity over successful performance (Nieva & Gutek, 1980). Under these conditions, supervisors may be more likely to attribute successful performance to variable factors outside the control of women, and substandard performance to stable factors within the women's control (Cash, Gillen & Burn, 1977; Deaux & Emswiller, 1974; Etaugh & Brown, 1975; Feather, 1977). Kanter (1976) argues also that because of the women's small numbers, the male supervisors, who represent the major portion of the supervisory ranks, are likely to exaggerate differences between minority and majority groups, and distort the women's observed behaviour to fit pre-existing general-

izations or stereotypes. Thus, despite the supervisors' knowledge of the capabilities and performance levels of their subordinates, it is expected that "actuarial prejudice" will persist.

The second factor which is likely to impact on the evaluation of women in the Canadian Forces is the sex-role congruence/incongruence of the jobs in which they are employed (Nieva & Gutek, 1980). Despite the fact that women have been employed in the military for a number of decades, the role of "sailor", "soldier" and "airman" is not typically associated with women (Directorate of Personnel Development Studies, 1978). Supervisors who adhere strongly to traditional sex-role stereotypes would, therefore, perceive the concept of women in the military as being incompatible with the roles they believe women should hold. Research has shown that both males and females suffer in sex-atypical jobs (Cash et al., 1977; Cohen & Bunker, 1975; Levinson, 1975; Nilson, 1976). It is likely, therefore, that women will suffer on their performance evaluations, especially when working for supervisors who adhere strongly to traditional sex-role stereotypes.

More fundamentally, Nieva and Gutek (1980) argue that many norms regarding desirable work-related behaviours are often incompatible with norms regarding behaviours appropriate to the female sex role. The most global of these potentially conflicting standards is competence, which is expected on the job, but is not stereotypically associated with

women (Broverman et al., 1972). Research has shown that despite demonstrated competence women suffer in social interactions with their coworkers (see p.13). It is expected, therefore, that in addition to having an impact on the general evaluation of women relative to men, women in the Canadian Forces who demonstrate competence may suffer relative to their male peers on specific scales of the Performance Evaluation Report which measure ability to interact effectively with coworkers, such as: Cooperation; Support of Subordinates; Supervision; Command and Self-Assertion; Delegation; and, Briefing Others. Moreover, beyond the global trait of competence required on all jobs, Nieva and Gutek (1980) indicate that many jobs require more specific attributes or skills which may be incompatible with the traditional female sex role. For instance, considerable importance is placed on those skills required in the Canadian Forces for effective performance at the supervisory levels (e.g. - Delegation, Command and Self-Assertion, Support of Subordinates, Briefing Others, Initiative, Supervision, Ensuring Understanding of Assignments) most of which are more compatible with the masculine stereotype than the feminine one (Broverman et al., 1972). Thus, from a sex role congruence/incongruence point of view it is likely that women will suffer relative to their male peers on performance evaluations.

The final factor which Nieva and Gutek (1980) suggest

affects the manner in which bias operates is the level of performance for the men and women under consideration. The research suggests that men are evaluated higher than women when they are equally competent, but women are judged superior to men when the capabilities of both are clearly low (Deaux & Taynor, 1973; Feather & Simon, 1975). Service personnel have to meet minimum acceptable standards in training courses before they enter their trades. It is therefore unlikely that supervisors will be evaluating men and women of truly low competence. Given this fact, research suggests that despite equal competence in their jobs, men are more likely to be rated higher than women.

Taking into consideration all three factors which Nieva and Gutek (1980) suggest determine whether there are differences in the evaluation for men and women, it is likely that sex-role stereotypes held by the supervisors of women will operate to cause the lower evaluation of women in the Canadian Forces relative to their male peers. Moreover, if sex-role stereotypes held by supervisors are the basis for the differential evaluation it is expected that supervisors who hold more stereotypic views about the roles of women in society, will evaluate the performance of their women subordinates lower than supervisors of women expressing less stereotypic or traditional views. It is also anticipated that supervisors expressing traditional views will evaluate the performance of their women subordinates lower than super-

visors of men expressing less traditional or stereotypic views. The following hypotheses pertain:

Hypothesis 1: Women subordinates will receive lower performance evaluations than men when both are rated by supervisors who adhere to traditional attitudes towards the role of women in society.

Hypothesis 2: There will be no differences in the performance evaluations given to male and female subordinates by supervisors who do not adhere to traditional attitudes towards the role of women in society.

Hypothesis 3: Women subordinates who work for supervisors who adhere to traditional attitudes towards the role of women in society will receive lower performance evaluations than women who work for supervisors who do not adhere to traditional views on the roles of women.

#### The Self-Fulfilling Nature of the Evaluation Process.

The second purpose of this study (p.2), was to examine some of the dynamics underlying the evaluation process that would occur if differences in the performance evaluations are found across evaluators who express differing views about the roles women should play in society. Research on self-fulfilling prophecies suggests that a perceiver's expectancies

regarding a target individual influence the perceiver's behaviour toward the target and, because of the manner in which the target is treated, the target's reciprocal behaviour in response to the perceiver. In this manner, individuals in positions of power can induce the target to behave in accordance with preconceived generalizations or stereotypes held by the person in the position of power (Jones, 1977). This in turn provides confirmation of the perceiver's preconceptions or expectancies regarding the target. Jones (1977) argues, and research suggests (Snyder & Swann, 1978; Comer & Laird, 1978) that not only is the behaviour of the target modified, but also his or her own self-concept or self-ascriptions, which may have a long term impact on the target's behaviour in new situations.

Extrapolating from the self-fulfilling prophecy research it is proposed that supervisors in the Canadian Forces who hold more stereotypic or traditional views about the rights and roles of women in society will have lower expectancies for the abilities of their female subordinates to perform in the military, an occupation not typically associated with women (Directorate of Personnel Development Studies, 1978). By virtue of these expectancies, it is likely that the supervisors would set up reinforcement contingencies and channel the work of their subordinates, so that the women under their employ would be encouraged to behave in accordance with their supervisors' views of them. Also, it is proposed that

the expectancies of the women for their own performance would be modified to be in keeping with those of their supervisors'. The schematic drawing of this process in Figure 1 applies. Also implied in this process is a feed-back loop - that is, the performance of the particular female subordinate provides evidence for, and confirms the beliefs of the supervisor about women in general, about their capabilities to perform in the Canadian Forces, and about the capabilities of the particular woman under supervision.

This study will examine the supervisor's attitudes towards the rights and roles of women in society (Box A - Figure 1); their expectancies for the performance of the specific woman (or man) under their employ (Box C - Figure 1); the supervisor's reports of how he/she would respond to various standards of performance on the part of the particular subordinate under employ (Box D - Figure 1); and, the subordinate's expectancies about his/her own ability to perform (Box E - Figure 1).

The first hypothesis regarding the self-fulfilling nature of the performance evaluation of women in the Canadian Forces is as follows:

Hypothesis 4: Supervisors who adhere to traditional attitudes towards the role of women in society will have lower expectancies for the performance and work motivation of the specific women under their employ than will the supervisors who hold less traditional views.

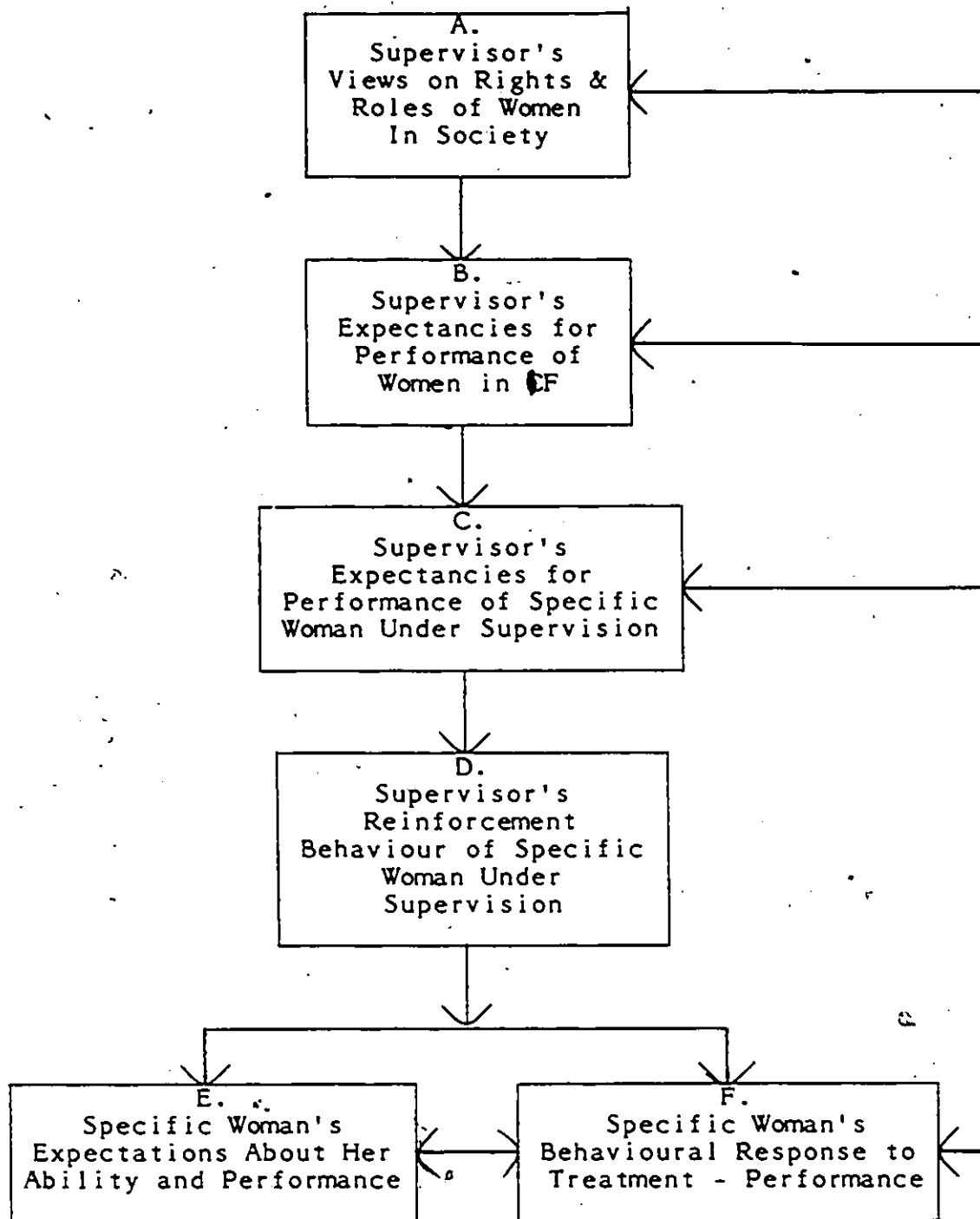


Figure 1. Schematic drawing of the impact of supervisors' expectancies for female subordinates' performance.

Three sub-hypotheses related to hypothesis 4 are implied within the context of the proposed model of self-fulfilling prophecy: (a) supervisors who adhere to traditional attitudes towards the role of women in society will not differ from the supervisors expressing less traditional views in their expectancies for the performance and work motivation of the specific male subordinates under their employ; (b) supervisors who adhere to traditional attitudes towards the role of women in society will have lower expectancies for the performance and work motivation of the specific women under their employ than will the supervisors of men expressing similar views; and (c) supervisors of men and supervisors of women, who do not adhere to traditional attitudes towards the role of women in society, will not differ in their expectancies for the performance and work motivation of their subordinates.

The next hypothesis and related sub-hypotheses are concerned with the manner in which supervisors expressing traditional attitudes towards women's roles encourage their women subordinates to behave in accordance with the supervisors' expectancies.

Hypothesis 5: Supervisors who hold more traditional views about the roles of women in society will report less encouragement and reward of good performance and more leniency towards poor performance of the specific

female subordinates under their employ than supervisors who hold less traditional views.

Less encouragement and reward of good performance from supervisors holding traditional views is expected, because highly competent behaviour is not consistent with the sex-role stereotype for women (Nieva, & Gutek, 1980). Specific competent performance would likely be seen as not representative of women's actual performance abilities in the military and, therefore, would be less likely to be recognized (Daryl & Fazio, 1980). On the other hand, poor performance, especially in a male-dominated field, is consistent with the female sex-role stereotype; therefore, it is likely that supervisors expressing traditional attitudes would be more lenient with women when performing poorly.

The following sub-hypotheses to hypothesis 5 apply: (a) supervisors who adhere to traditional attitudes towards the role of women in society will not differ from supervisors expressing less traditional views, in their reports of encouragement and reward of good performance and leniency towards poor performance on the part of the specific male subordinates under their employ; (b) supervisors who adhere to traditional attitudes towards the role of women in society will report less encouragement and reward of good performance of the specific women under their employ than will the supervisors who express less traditional views; and, (c) super-

visors of men and supervisors of women, who do not adhere to traditional attitudes towards the role of women in society, will not differ in their reports of encouragement and reward of good performance and leniency towards poor performance on the part of their subordinates. <sup>44</sup>

The final hypothesis and related sub-hypotheses are concerned with women's expectancies for their own performance and work motivation as a function of their supervisors' expressed attitudes towards women.

Hypothesis 6: Women who work for supervisors who hold more traditional views about the role of women in society will have lower expectancies for their own performance potential and work motivation than will women who work for supervisors holding less traditional views.

This hypothesis relates to Jones' (1977) argument that not only is the behaviour of a stereotyped person modified by the manner in which individuals in positions of power act toward him or her, but also the stereotyped individual's own self-ascriptions and self-concept.

The following sub-hypotheses pertain to hypothesis 6:  
(a) men working for supervisors who adhere to traditional attitudes toward women in society will not differ from men working for supervisors expressing less traditional views, in their expectancies for their own performance potential and

work motivation; (b) women working for supervisors expressing more traditional attitudes towards the role of women in society will have lower expectancies for their own performance potential and work motivation than men working for supervisors who express traditional attitudes towards women; and , (c) men and women who work for supervisors who do not adhere to traditional attitudes towards the role of women in society, will not differ in their expectancies for their own performance potential and work motivation.

#### Summary of Hypotheses

↳ The first three hypotheses pertain to the relationship between the supervisor/evaluator's attitudes towards the role of women in society, and the type of performance evaluations given to women relative to those given to men. They are as follows:

Hypothesis 1: Women subordinates will receive lower performance evaluations than men when both are rated by supervisors who adhere to traditional attitudes towards the role of women in society.

Hypothesis 2: There will be no differences in performance evaluations given to male and female subordinates by supervisors who do not adhere to traditional attitudes towards the role of women in society.

Hypothesis 3: Women subordinates who work for supervisors who adhere to traditional attitudes towards the role of women in society, will receive lower performance evaluations than women who work for supervisors who do not adhere to traditional views on the roles of women.

The final three hypotheses pertain to the possible self-fulfilling nature of the performance evaluation process for women in the Canadian Forces.

Hypothesis 4: Supervisors who adhere to traditional attitudes towards the role of women in society will have lower expectancies for the performance and work motivation of the specific women under their employ than will the supervisors who hold less traditional views.

Hypothesis 5: Supervisors who hold more traditional views about the role of women in society will report less encouragement and reward of good performance and more leniency towards poor performance of the specific female subordinates under their employ than supervisors who hold less traditional views.

Hypothesis 6: Women who work for supervisors who hold more traditional views about the role of women in society will have lower expectancies for their own perfor-

mance potential and work motivation than will women who work for supervisors having less traditional attitudes.

Each of hypotheses 4, 5 and 6 demand other comparisons within the context of the theory of self-fulfilling prophecy presented. The first is a comparison between the supervisors of men expressing more traditional views about the role of women (or the men working for supervisors expressing traditional views) and the supervisors of men who express less traditional views (or the men working for supervisors expressing less traditional views). The second is a comparison between the supervisors of women (or the women themselves) and the supervisors of men (or the men themselves working for supervisors) who express traditional attitudes towards the role of women in society. The last is a comparison between the supervisors of women (or the women themselves) and the supervisors of men (or the men themselves working for supervisors) who do not adhere to traditional attitudes towards the role of women in society.

## CHAPTER II

### Method

#### Subjects

The pool of subjects for this thesis included all of the women of nonofficer status for whom annual Performance Evaluation Reports (PERs) had been completed during the 1978/79 evaluation cycle, who were still in the Canadian Forces in September 1980, and whose supervisors were still in the service. A comparison group of men was selected using the same criteria, who in addition were matched on a subject-by-subject basis to the group of women by rank and by trade. The result was a group of 391 men and 391 women in the subordinate subject pool. Their respective supervisors at the time of their evaluation constituted the supervisor pool.

Four-hundred and eighty-eight of the supervisors and 495 of the subordinates selected participated in the field survey. This represents a return rate of 62.4 percent for the supervisors and 63.3 percent for the subordinates. For 319 or 55 percent of those who did not participate, the reason for nonparticipation could not be determined. Where reasons could be ascertained, 9.6 percent voluntarily chose not to complete the questionnaires, while the remainder were not able to participate for reasons beyond their control. Table 1 summarizes these reasons in the order of their highest to lowest frequency of occurrence.

Table 1

Reasons for Not Participating in Study for Individuals  
About Whom Reasons Could Be Ascertained

Reason	Frequency	Percent
Released/retired/sick	65	24.9
On training or course	63	24.1
Could not take time away from work	58	22.2
Unable to reach participant	25	9.6
Chose not to participate	25	9.6
On leave	12	4.6
Posted to new unit	7	2.7
Away from parent unit on duty	4	1.5
Supervisor or subordinate of pair unavailable	2	.8
	<u>261</u>	<u>100.0</u>

To address hypotheses 1, 2 and 3 responses to the field survey were required only from the supervisors. The data for the subordinates were the performance evaluations scores obtained from existing files. This sample (Sample 1) consisted of 253 women and 235 men, and their respective supervisors. The sample used to test hypotheses 4, 5 and 6 (Sample 2) was smaller because field survey responses were required from both supervisors and subordinates. The supervisors reported their attitudes toward women; their expectancies for the performance and work motivation of their subordinates; and, their responses to superior and substandard performance on the part of their subordinates. The subordinates were asked to assess their performance potential and work motivation, as well as how their supervisors would react to poor or superior performance. Sample 2 consisted of 191 women, 166 men and their respective supervisors.

Comparisons for rank, trade, total time in the Canadian Forces and in rank, educational level, primary official language, general aptitude (GC), clerical aptitude (CA2), arithmetic/computational aptitude (AC2), electrical aptitude (EL2), and mechanical aptitude (MK2), were made between the men and women subordinates for both Sample 1 and Sample 2. There were no significant differences in rank and trade between the men and women subordinates in either sample (Rank: Sample 1 -  $\chi^2 (3) = 1.50, p < .05$ ; Sample 2 -  $\chi^2 (2) = 0.32, p < .05$ . Trade: Sample 1 -  $\chi^2 (21) = 6.77, p < .05$ ; Sample 2 -

$\chi^2(19) = 7.82, p < .05$ ). In both samples, the women had significantly less time in the service and less time in rank, and were significantly younger than the men (Table 2); they also had higher levels of education (Table 3), scored significantly higher on the clerical aptitude test (CA2: Sample 1 -  $t(336) = 6.82, p < .001$ ; Sample 2 -  $t(253) = 6.15, p < .001$ ), and significantly lower on the electrical and mechanical aptitude measures (EL2: Sample 1 -  $t(336) = -3.06, p < .01$ ; Sample 2 -  $t(253) = -2.58, p < .05$ . MK2: Sample 1 -  $t(336) = -6.73, p < .001$ ; Sample 2 -  $t(253) = -5.74, p < .001$ ).

Thus, the men and women were found to differ on a number of biographical and aptitude variables which could be related to the level of performance evaluation received. Correlational analyses were, therefore, undertaken to determine whether the biographical and aptitude measures should be used as covariates in MANOVAs to test the hypotheses. These analyses are discussed in Chapter III (pp. 78-83).

Comparisons for rank, military occupation, level of education, age, total time in the Canadian Forces, total time in rank, and official primary language were also made between the supervisors of men and supervisors of women for both Sample 1 and Sample 2. No significant differences were found between the supervisors of men and the supervisors of women on any of these variable for either of the samples.

### Measurement Instruments

Performance Evaluation Report for Members: The Perfor-

Table 2

Comparison of Men and Women in Samples 1 and 2 for  
Time in Service, Time in Rank and Age

Variable	Women		Men		t-Value	df
	Mean	S.D.	Mean	S.D.		
Total Time in Service						
Sample 1	8.36	4.73	12.81	5.68	-9.38***	457
Sample 2	8.32	4.50	12.63	5.31	-8.20***	325
Total Time in Rank						
Sample 1	2.52	2.44	5.00	3.44	-9.12***	419
Sample 2	2.45	2.29	4.83	3.32	-7.78***	287
Age						
Sample 1	29.89	4.97	33.40	5.76	-7.15***	463
Sample 2	29.85	4.72	33.25	5.35	-6.39***	355

\*\*\*  $p < .001$

Table 3  
Median Grade Level of Education for Men  
and Women in Sample 1 and 2

Sample	Women	Men	t-value	df
1	11.85	11.25	118.06***	4
2	11.85	10.60	77.26***	4

\*\*\*  $p < .001$

mance Evaluation Report (PER) for members (Appendix A) in the Canadian Forces represented one set of dependent measures in this study. The PER has seventeen performance requirements against which members are rated on a seven-point scale varying from Below Standard to Rare High Standard. The centre point of the scale is Occasionally Exceeded The Standard. There is also an option to indicate that a performance requirement was not observed. The seventeen performance requirements are as follows:

1. Planning

The ability to plan ahead and set task priorities;

2. Delegation

The ability to delegate tasks appropriately to subordinates;

3. Performance under Stress/Pressure

The ability to maintain an effective level of performance in spite of stress and pressure.

4. Cooperation

The ability to cooperate with peers and supervisors, contributing to the group effectiveness of the working team;

5. Command and Self-Assertion

The ability to assert himself/herself sufficiently to maintain adequate control of his/her juniors with little or no guidance;

6. Support of Subordinates

The ability to advise and assist subordinates on questions relating to trade and career development and personal welfare when brought to his/her attention;

7. Briefing Others

The ability to provide sufficient information for subordinates to complete their tasks with a minimum of delay or confusion;

8. Knowledge of Job

Job knowledge appropriate for his/her rank, trade level and experience;

9. Ability to Apply His/Her Knowledge

Ability to complete jobs with a minimum of errors and on time;

10. Adaptability

Ability to meet new problems and situations with new solutions when familiar methods failed;

11. Initiative

Ability to take necessary action without serious delay;

12. Appearance and Bearing

Appearance and bearing contributes to his/her effectiveness as a member of the Canadian Forces;

13. Supervision

Ability to ensure that tasks assigned to subordinates are complete, on time and free from errors;

14. Ensuring Understanding of Assignments

Ability to ensure that subordinates understand tasks assigned to them;

15. Responsibility

Accepts responsibility for assigned tasks;

16. Conduct

Complies with regulations and displays appropriate personal conduct;

17. Learning from Experience

The ability to learn from experience and gain from the advice of others.

The performance requirements of the PER were formulated in 1966 (Otko & McCormack). A total of 438 personnel in the Canadian Forces were interviewed and were asked to think of three Non-Commissioned Officers (NCOs) whom they felt were particularly effective and three NCOs whom they judged to be ineffective. Having done this they were then requested to describe specific incidents embracing effective and ineffective behaviours related to these NCOs. Following this method, a total of 1,800 incidents embracing effective and ineffective behaviour were gathered. The critical behaviours in each incident were identified and then sorted into categories deemed to represent a class of critical behaviours. The result was 25 categories or performance requirements which were further refined (Evonic, 1969) to 19, and were used as the scales on the PER from 1969 to 1974. In a

subsequent revision in 1974 the categories were further collapsed, resulting in the current PER form with 17 performance requirements.

Coefficients of stability (Stow, 1973) of the total PER scores on two successive annual PERs have been determined for Corporals and Senior NCOs whose supervisor and unit remained unchanged (Table 4). Coefficients of stability for each critical requirement over a one year period are also shown (Table 5). The coefficients range from .53 to .61 for total PER scores and from .39 to .51 for individual performance requirements. Given that evaluations were made a year apart, these reliability measures are judged to be satisfactory for the purposes of this study.

In order to assess the validity of the PER, intercorrelations between total PER scores of Corporals in a number of trades, promotion board scores, and first PER scores in the next highest rank (Sergeant) were computed (Stow, 1973). Correlations between mean PER score as Corporal and promotion board scores were quite high. This is to be expected since promotion boards place heavy reliance on the PERs in determining promotion scores. Promotion board scores were moderately but significantly correlated with first PERs as Sergeant in four out of the eight trades evaluated (.32 to .45,  $p < .05$ ). In no trade were the PER scores as Corporal significantly correlated with first PERs as Sergeant. This too is not surprising since job demands change considerably

Table 4

Coefficients of Stability for Total PER Scores On  
Successive Years for Corporal and Senior  
Non-Commissioned Officers (NCOs)

	1968-69	1969-70	1970-71
Corporals	.56(n=1374)	.61(n=995)	.61(n=954)
Senior NCOs	.57(n=548)	.68(n=218)	.53(n=382)

Table 5

Median Coefficients of Stability for  
Individual Performance Requirements

---

1. Planning	.50
2. Delegation	.44
3. Stress/Pressure	.41
4. <del>Co</del> operation	.44
5. Self-Assertion	.43
6. Dealing with subordinates	.43
7. Briefing others	.42
8. Knowledge of trade/job	.51
9. Applying knowledge	.48
10. Adaptability	.40
11. Initial	.47
12. Appearance and bearing	.46
13. Supervision	.49
14. Ensuring understanding	.45
15. Assuming responsibility	.44
16. Protection of juniors	.41
17. Conduct	.41
18. Rules and orders	.39
19. Learning from experience	.42

---

from Corporal to Sergeant. No other validity measures have been reported.

Using principal components analysis with a minimum eigenvalue criterion of one for the retention of a factor, and VARIMAX rotation of the vectors, Bain, Skinner, and Rampton (1980) found a three factor structure among the seventeen performance requirements of the PER for a sample of men and women (three percent women) in the Canadian Forces. The first factor was labelled Interpersonal Skills or Influencing and had its largest factor loadings on the performance requirements: Delegation; Supervision; Command and Self-Assertion; Support of Subordinates; Ensuring Understanding; and, Briefing Others. The second factor labelled Individual Effectiveness had its largest factor loadings on the performance requirements: Ability to Apply Knowledge; Planning; Knowledge of Trade/Job; Adaptability; Learning from Experience; Performance under Stress/Pressure; Cooperation; Initiative; and, Responsibility. The third factor labelled Professionalism had its greatest factor loadings on the two performance requirements Appearance and Bearing, and Conduct.

Attitude Toward Women Scale. Both the supervisors and the subordinates were asked to complete the short form of the Attitude Toward Women Scale (AWS) (Appendix B) (Spence, Helmreich & Stapp, 1973).

The short form of the AWS is a 25 item Likert-type scale which taps attitudes about the vocational, educational and

intellectual roles of women, their freedom and independence, sexual behaviour, and marital relationships and obligations (Spence et al., 1973). Each item is scored from 0 to 3, with 0 assigned to the most traditional, conservative attitude, and 3 assigned to the response reflecting the most liberal attitude.

Spence et al. (1973) indicate that the correlations between the long (55 items) and short version of the AWS are high (.95 to .97). In addition, the range of scores obtained on the short form should be similar to that of the longer version, because the 25 items were chosen to maximally discriminate among the quartiles of the normative group. Those items also had the highest biserial correlations with the long version.

Research carried out with male and female students at West Point Military Academy in the United States indicates that the short form of the AWS is reliable over a two and one-half month interval ( $r = .83$ ) and internally consistent (coefficient alpha = .85) (Yoder, Rice, Adams, Priest & Prince, 1979). Among the male students at the three Canadian Military Colleges coefficient alpha ranged from .84 to .89, three week test-retest reliability was .89, and a general factor accounting for about 55 percent of the total variance was found (Prociuk, 1980). Among members in the Canadian Forces of non-officer status internal consistency measures (coefficient alpha) were .83 and .80 for men and women

respectively. In addition, the measure is sensitive to intervention expected to produce attitude change (i.e. - mixed sex basic training, the equivalent of "boot camp") (Yoder et al., 1979).

Logic suggests that mothers would be more traditional in their attitudes towards women's roles in society than their daughters, and fathers more conservative than their sons. Using the long version of the AWS Spence and Helmreich (1972) found this to be the case with their samples, indicating the the scale is probably a valid measure of attitudes towards the role of women in society. Lunneberg (1974) provided further evidence for the validity of the long form in that predicted north/south (University of Washington vs University of Texas) differences in liberalism were found (north more liberal), and differences between male and female attitudes (males less liberal than females) disappeared after an eight week course on the Psychology of Sex Differences. Loo and Logan (1977) at the University of Calgary found that Calgary females were more liberal than southern United States women (Spence & Helmreich, 1972) but no different from northern United States women (Lunneberg, 1974). Calgary males were more liberal than southern United States males, but more conservative than northern United States males (Loo & Hogan, 1977).

Expectancy Questionnaires. Both the supervisors and subordinates were asked to complete questionnaires of very

similar wording, developed for the purposes of this study. In the case of the supervisors the questions were aimed at an assessment of the specific subordinates' potential to achieve in the Canadian Forces, as well as how the supervisors would respond to different standards of performance from the specific subordinate in question. The subordinates were asked to complete a similarly worded questionnaire assessing their own potential to achieve in the Canadian Forces and how their supervisor would respond to various standards of performance on their part. Other questions were included on both questionnaires which were not related specifically to the tests of the hypotheses, but were intended to provide some additional information regarding the theory in question.

Both the supervisors' and subordinates' questionnaires are included in Appendix B. The questionnaires were pretested with four supervisors (4 males) and four subordinates (2 males and 2 females) of various rank levels in the Canadian Forces. Both were designed to be used with machine-readable answer sheets. Appendix B also includes a detailed description of the pretest and the rationale for including each of the questions.

#### Data Collection

To summarize, the supervisors/evaluators were asked to complete the short version of the AWS, and the Supervisors' Expectancy Questionnaire described above. The subordinates were asked to complete a similarly worded Expectancy

Questionnaire and the AWS. In addition, certain biographical information was gathered from both the supervisors and the subordinates (Table 6). The rest of the data were obtained from existing computer files.

The questionnaire data were gathered by sending packages of specially prepared materials for each potential participant in the study to Personnel Selection Officers (PSOs) at Canadian Forces Bases across Canada. Each PSO contacted the subjects identified for his or her base by letter, telephone or by getting in touch with the subjects' Commanding Officer to request that the subjects participate in the study. A suggested letter to participants was enclosed in instructions to the PSOs, and in all cases when letters were sent, the model letter was followed with only minor revisions appropriate to the particular base in question.

Each potential participant was told that he/she was being asked to participate in a study designed to assess supervisors' expectations for their subordinates, and subordinates' expectations for their own careers in the Canadian Forces. Each was informed that while their personal involvement in the study was very important in order to have their trade and rank properly represented, their participation was strictly voluntary.

The questionnaires were completed under the PSOs' or the PSO technicians' supervision in groups in classroom settings. Since the participants were being asked questions about their

Table 6

## Type of Data Obtained for Supervisors and Subordinates

Subordinate Information	Supervisor Information
1. Name	1. Name
2. Social Insurance No.	2. Social Insurance No.
3. Trade	3. Trade
4. Element	4. Element
5. Rank	5. Rank
6. Sex	6. Sex
7. Date of Birth	7. Date of Birth
8. Date of Enrolment	8. Date of Enrolment
9. Date of Promotion	9. Date of Promotion.
10. Education	10. Education
11. Primary Language	11. Primary Language
12. Marital Status	12. Marital Status
13. No. of dependent children	13. No. of dependent children
14-30. Performance Requirement Score	14. Worked with, for, and/or supervised women in CF
31. Recommendation for Promotion	15. AWS' Score
32. Recommendation for Re-Engagement	16. Expectancy Questionnaire
33. Trade Aptitude and General Intelligence Measures	
34. AWS Score	
35. Expectancy Questionnaire	

respective supervisor or subordinate partner, supervisors and subordinates completed their surveys in separate groups to ensure participation without embarrassment or bias. A standard introduction to the questionnaires was given in French or English by the questionnaire administrator. The participants were assured that their responses would be held in strictest confidence, both when contacted and when completing the questionnaire package. The instructions to the PSOs regarding contacting the participants, administering the surveys, and the introduction to be read to the participants at the time of questionnaire completion, are included in Appendix C. If there were problems with any part of the survey administration process the PSOs were encouraged to discuss these with the author by telephone.

#### Design and Statistical Analyses

, Test of Hypotheses. The independent variables for the tests of hypotheses are the sex of the subordinate (SEX) and the supervisors' attitudes toward women as measured by the AWS(SAWS). Based on the AWS the supervisors were divided into the categories Traditional, Egalitarian and Moderate for each of the three AWS factor dimensions depending on whether their factor scores fell within the bottom, top or middle third of the three distributions (cf. Chapter III, pp. 69-74). Thus, the general design for this study is 2(SEX) X 3(SAWS).

For hypotheses 1, 2 and 3, the dependent measures were subsets of the seventeen performance requirements of the PER

(cf. Chapter III, pp. 74-78). For hypotheses 4, 5 and 6, the dependent measures were subsets of the relevant items from the Supervisors' and Subordinates' Expectancy Questionnaires (cf. Chapter III, pp. 83-102). All analyses required a SEX by linear SAWS interaction. The SAWS effect was, therefore, partitioned for testing into first and second degree polynomial contrasts, and the interaction effects tested reflected this partitioning.

All analyses were carried out at the multivariate level and an effect had to meet a minimum level of significance of .05 or less before the univariate analyses of each dependent measure were considered. Dunn's Multiple Comparison Procedure was used to test planned comparisons (Kirk, 1968). This test was chosen because (a) it can be used for all planned comparisons, not just those that are orthogonal, (b) Type I error is controlled for the set of planned comparisons, and (c) it does not require a prior significant over-all univariate  $F$  ratio. In the case of hypotheses 1, 2 and 3, the planned comparisons are outlined in Table 7. Hypotheses 4, 5 and 6 demand a comparison of results for women working for Traditional supervisors; however, to satisfy the hypotheses within the context of the theory advanced, ~~three~~ other planned comparisons were also performed in association with each of these hypotheses, (cf. Chapter I, pp. 46-47). These comparisons are outlined in Table 8.

Preliminary Analyses. A number of preliminary analyses

Table 7

## Planned Comparisons for Testing Hypotheses 1, 2 &amp; 3

Hypothesis No.	Comparison <sup>a</sup>
1.	SEX <sub>f</sub> SAWS <sub>t</sub> <u>versus</u> SEX <sub>m</sub> SAWS <sub>t</sub>
2.	SEX <sub>f</sub> SAWS <sub>e</sub> <u>versus</u> SEX <sub>m</sub> SAWS <sub>e</sub>
3.	SEX <sub>f</sub> SAWS <sub>t</sub> <u>versus</u> SEX <sub>f</sub> SAWS <sub>e</sub>

a. SEX = Sex of subordinate: f = female; m = male

SAWS = Supervisors' attitudes towards women: t = traditional; e = egalitarian.

Table 8  
Planned Comparisons for Testing Hypotheses 4, 5 & 6

Comparison No.	Comparison <sup>a</sup>
1.	SEX <sub>f</sub> SAWS <sub>t</sub> <u>versus</u> SEX <sub>f</sub> SAWS <sub>e</sub>
2.	SEX <sub>m</sub> SAWS <sub>t</sub> <u>versus</u> SEX <sub>m</sub> SAWS <sub>e</sub>
3.	SEX <sub>f</sub> SAWS <sub>t</sub> <u>versus</u> SEX <sub>m</sub> SAWS <sub>t</sub>
4.	SEX <sub>f</sub> SAWS <sub>e</sub> <u>versus</u> SEX <sub>m</sub> SAWS <sub>e</sub>

a. SEX = Sex of subordinate: f = female; m = male

SAWS = Supervisors' attitudes towards women: t = traditional; e = egalitarian.

were undertaken. Their results determined the precise method of testing the hypotheses.

With respect to the SAWS effect, the supervisors' AWS scores were examined to determine if the scale was internally consistent (coefficient alpha - Hull & Nie, 1979), and to determine whether the scale was essentially unifactorial, using principal components analysis, as was reported by the scale developers, Spence et al. (1973).

Principal components analyses were performed on the PER scores for the subordinate subject pool, for two random subsamples of 50 percent each to determine the stability of the factor structure, and for the men and women separately to determine the equivalency of the factor structures for these two groups. The results of these analyses determined what subsets of performance requirements would be used as dependent variables in MANOVAs to test hypotheses 1, 2 and 3.

The relationship of the PER to general aptitude and certain biographical variables was examined to determine whether any of the variables in question should be used as covariates to control statistically for their contribution to the effects of interest in the MANOVAs of the PER data. Pearson coefficients were generated between each performance requirement and each measure of aptitude and biographical variable for the men and women separately. At the multivariate level, canonical correlation analyses were performed for the men and women separately between the set of seventeen performance

requirements and the set of general aptitude and biographical variables.

Finally, the Supervisors' and Subordinates' Expectancy Questionnaire results were submitted to separate principal components analyses to determine: (i) whether the items on the surveys correlated in a manner that could be accounted for by the theory in question; and, if so, (ii) what sets of items would be used as measures of the variables of concern in testing hypotheses 4, 5 and 6, and other theoretical constructs associated with this research. The factor structures of the Supervisors' and Subordinates' Expectancy Questionnaires were compared to assist in determining the sets of items which best represented the variables of interest. The sets related to testing hypotheses 4, 5 and 6 were then used as dependent measures in MANOVAs.

## CHAPTER III

### Results

In this chapter results of the preliminary analyses are presented first, followed by the results of the tests of hypotheses and of related analyses.

Within the Preliminary Analyses section the following analyses are discussed: (a) the internal consistency and principal components analyses of the supervisors' Attitudes Toward Women Scale (AWS) scores; (b) the principal components analyses of the subordinates' Performance Evaluations Reports (PERs); (c) an analysis of the relationship of the Performance Evaluation Report to general aptitude and to certain biographical variables; and (d) the principal components analyses of the Supervisors' and Subordinates' Expectancy Questionnaires.

Within the Tests of Hypotheses sections the results of the tests of hypotheses 1, 2 and 3, and hypotheses 4, 5 and 6 are presented separately, in each case followed by a discussion of the significant main effects related to testing these hypotheses.

#### Preliminary Analyses

Characteristics of the Supervisors' AWS. The supervisors' AWS was tested for internal consistency using Cronbach's coefficient alpha (Hull & Nie, 1979). In addition, all of the supervisors' scores on the items of the scale, as well as those of two random subsamples, each consisting of 50 percent of the total group, were submitted to principal components

analyses (Nie, Hull, Jenkins, Steinbrenner & Bent, 1975). This was done to confirm that the scale was internally consistent and essentially unifactorial as reported by previous researchers (Boyce & Belec, 1980; Prociuk, 1980; Spence, Helmreich & Stapp, 1973).

Cronbach's coefficient alpha is a measure of the consistency of the respondents' answers across the items of a scale. The analysis of the supervisors' AWS yielded an alpha coefficient of .85 indicating that the scale is internally consistent.

A principal components analysis, using an eigenvalue criterion of one, produced seven components accounting for 57 percent of the variance in their unrotated form. The first three, however, accounted for 36 percent of the variance, with the eigenvalues of factors 4 through 7 being less than 1.5. Limiting the analysis to three factors produced a statistically meaningful and readily interpretable set of factors according to Rummel's (1970) criteria for the interpretation, description and labelling of factors (pp. 474-479). Table 9 shows the VARIMAX rotated factor structure. The paraphrased items are shown under the factor on which they achieved their highest factor loading, and within each factor the items are ordered from the largest to smallest factor loading for that factor. Using Rummel's (1970) criteria, the following descriptive labels were applied: Factor 1 - Equality of Opportunity and Division of Labour; Factor 2 - Morality; and

Table 9

## Varimax Rotated Factor Structure for Supervisors' AWS

Paraphrased Question	Loadings for Factor		
	1	2	3
<u>Factor 1</u>			
22. Women less capable of contribution to economy	.70	.13	.00
19. Women concerned with childrearing/house-tending	.51	.27	.36
8. Strict merit system in job appointment/promotion	.50	-.01	.04
10. Women care less about rights, more about being wives/mothers	.50	.30	.24
2. Women take responsibility for intellectual/social problems	.49	-.19	.29
16. Fathers more authority in bringing up children	.47	.29	.19
14. Sons encouraged more to enter college	.47	.32	.02
18. Should not favour husband in family property	.45	-.20	.17
13. Not allow women to go to same places/have same freedom	.40	.39	.23
<u>Factor 2</u>			
4. Dirty jokes a masculine prerogative	.05	.64	.09
5. Intoxication worse in women	.16	.65	-.01
17. Women not be sexually intimate before marriage	.04	.39	.38
<u>Factor 3</u>			
9. Women free to propose marriage	.05	.19	.67
11. Women share equally expenses of date	-.10	.09	.67
25. Modern girl same freedom from regulation/control	.37	.01	.45
3. Husband/wife same grounds for divorce	.10	-.04	.44
7. Insulting to have "obey" in marriage vows	.26	-.02	.40
21. Economic/social freedom worth more than femininity	.17	-.01	.29

Factor 3 - Courtship and Marriage. The first, as its name implies has its greatest factor loadings on those items having to do with equality of opportunity and the division of labour between the sexes. The second has to do with drinking, swearing and telling dirty jokes, and their relative acceptability amongst men and women. The third factor is concerned with the traditions, laws, and customs related to courtship and marriage.

The stability of this factor structure was tested by computing separate principal components analyses for two random samples of 50 percent each of the total group of supervisors. The two factor structures were then tested for similarity using a program called RELATE (Veldman, 1968). This procedure involves rotating the factor axis of one matrix so that maximum contiguity is achieved between the factor vectors being rotated and the reference set of vectors. Cosines are then computed between the rotated and the reference set of vectors, which can be interpreted as correlations between the vectors of the two random samples for each of the twenty-five items of the scale. Table 10 lists the cosines. Based on this analysis it can be concluded that the factor structure is very stable across random subsamples.

The fact that the scale was judged to be internally consistent, using coefficient alpha, and at the same time was not found to be essentially unifactorial as was reported by previous researchers (Spence et al., 1973; Prociuk, 1980) may,

Table 10

Cosines Between Factor Vectors for the AWS Scores of Two  
Random Subsamples of Supervisors of Fifty Percent Each

Item	Cosine
1.	.98
2.	.99
3.	.97
4.	.93
5.	.98
6.	.92
7.	.79
8.	.94
9.	.81
10.	.89
11.	.98
12.	.96
13.	.99
14.	.96
15.	.94
16.	.92
17.	.96
18.	.96
19.	.91
20.	.92
21.	.88
22.	.99
23.	.93
24.	.95
25.	.95

seem incongruous; however, an examination of the structure (Table 9) reveals that a large number of the items on the scale (15 out of the 25 items) have their largest factor loadings on the first principal component. The high degree of internal consistency is, therefore, not surprising given that a good portion of the items on the scale covary together. This does not, however, preclude the multidimensional nature of the scale, since the rest of the items have their largest factor loadings distributed across the other two factors.

5 The factor structure generated by the principal components analysis, therefore, was used to create factor scores for each of the supervisors who participated in this study. The supervisors were then assigned to the categories Traditional, Egalitarian or Moderate for each of the three factors listed above by determining whether their scores fell within the bottom, top or middle 33.3 percent of the distributions, in order to test the hypotheses of this study.

Principal Components Analysis of the Performance Evaluation Reports. The PER scores of all potential subordinate subjects (cf. Subjects, p. 47), as well as those of two random subsamples, each consisting of 50 percent of the subjects, were submitted to principal components analyses (Nie et al., 1975). The purpose was to establish whether the factor structure found previously by other researchers in the Canadian Forces (Bain et al., 1980) could be replicated here, and to determine the factor stability. The number of factors

was, therefore, set at three, and VARIMAX rotation was used.

The first unrotated factor accounts for 63 percent of the total variance (eigenvalue = 10.8), while the three factors account for 75 percent (factor 2 eigenvalue = 1.2; factor 3 eigenvalue = 0.8). Table 11 shows the VARIMAX rotated factor loadings for the performance requirements. Each performance requirement is shown under the factor on which it achieved its largest factor loading, and within the factors the performance requirements are ordered from the largest to smallest factor loading for the factor in question. Since the largest factor loadings for the PER items were distributed in the same manner across the three factors both for this and the Bain et al. (1980) study, the factor labels that were assigned by Bain and coauthors were used - that is, (a) Individual Effectiveness, (b) Interpersonal Skills or Influencing, and (c) Professionalism for the first, second and third factors respectively.

The stability of the factor structure was analyzed by comparing the factor structures of two random subsamples of 50 percent each, using the program RELATE (Veldman, 1968). Table 12 lists the cosines between the rotated and reference sets of vectors, for the two subsamples for each of the seventeen scales. This analysis shows a very stable factor structure.

Separate principal components analyses were performed on the men's and women's PER scores to ascertain whether their

Table 11  
 Varimax Rotated Principal Components  
 Analysis of PER Scores

Performance Requirement	Loadings for Factor		
	1	2	3
<u>Factor 1</u>			
17. Learning from Experience	.79	.35	.30
10. Adaptability	.77	.37	.21
9. Ability to Apply His/Her Knowledge	.76	.42	.18
4. Cooperation	.74	.20	.29
11. Initiative	.72	.42	.22
15. Responsibility	.71	.41	.24
8. Knowledge of Job	.71	.43	.14
3. Performance under Stress/Pressure	.65	.45	.18
1. Planning	.63	.54	.19
<u>Factor 2</u>			
5. Support of Subordinates	.28	.80	.24
13. Supervision	.39	.80	.18
2. Delegation	.32	.79	.20
7. Briefing Others	.35	.79	.15
14. Ensuring Understanding of Assignments	.43	.77	.14
5. Command & Self-Assertion	.41	.72	.14
<u>Factor 3</u>			
12. Appearance & Bearing	.19	.22	.87
16. Conduct	.43	.19	.75

Table 12

Cosines Between Factor Vectors of PERs of Two Random  
Subsamples of Subordinates of Fifty Percent Each

Performance Requirement	Cosine
1.	1.00
2.	1.00
3.	.99
4.	.99
5.	.99
6.	1.00
7.	1.00
8.	.99
9.	.99
10.	.99
11.	1.00
12.	.99
13.	1.00
14.	1.00
15.	.99
16.	1.00
17.	1.00

PER factor structures were similar. Table 13 shows the factor loadings for both groups after VARIMAX rotation. The similarity between the men's and women's factor structures was assessed through the RELATE program (Veldman, 1967). Table 14 lists the vector cosines for each of the performance requirements for the women's and the men's rotated factor structures. Based on this analysis, it is concluded that it would be appropriate to use the factor structure for the collective sample of men and women in determining the groups of performance requirements to be used as dependent measures in the tests of hypotheses 1, 2 and 3.

Relationship of the Performance Evaluation Reports to General Aptitude and to Certain Biographical Variables. The men and women who participated in this study were matched for rank and trade. Because the two groups differed significantly in age, length of service in the Canadian Forces, length of time in rank, educational level, clerical aptitude, electrical aptitude, and mechanical aptitude (cf. Subjects, p. 48), it was necessary to establish the relationships between these variables and the PER performance requirements. If substantial relationships were found, the variables in question would be used as covariates in subsequent analyses involving the PER scores as dependent variables.

Tables 15 and 16 provide the statistically significant Pearson coefficients for the men's and women's data respectively. Although the men's data yielded a greater number of

Table 13

## Varimax Rotated Principal Components Analyses of Men's and Women's PER Scores

Performance Requirement	Women's Factors			Men's Factors		
	1	2	3	1	2	3
1. Planning	.57	.60	.20	.69	.49	.20
2. Delegation	.31	.79	.19	.32	.80	.22
3. Performance under Stress/Pressure	.63	.45	.13	.66	.45	.25
4. Cooperation	.76	.24	.24	.72	.17	.35
5. Command & Self-Assertion	.40	.73	.11	.70	.70	.19
6. Support of Subordinates	.31	.78	.27	.82	.82	.21
7. Briefing Others	.28	.80	.14	.78	.78	.15
8. Knowledge of Job	.64	.48	.18	.39	.39	.11
9. Ability to Apply His/Her Knowledge	.75	.39	.18	.45	.45	.19
10. Adaptability	.72	.41	.21	.33	.33	.23
11. Initiative	.73	.42	.16	.42	.42	.28
12. Appearance & Bearing	.17	.24	.88	.22	.22	.86
13. Supervision	.41	.80	.11	.80	.80	.25
14. Ensuring Understanding of Assignments	.40	.77	.11	.76	.76	.17
15. Responsibility	.73	.39	.21	.42	.42	.27
16. Conduct	.49	.11	.74	.27	.27	.75
17. Learning from Experience	.73	.33	.29	.38	.38	.29

Table 14

Cosines Between Factor Vectors of the Men's and  
Women's PER Factor Structures

---

Performance Requirement	Cosine
1.	.99
2.	.99
3.	.99
4.	.99
5.	.99
6.	.99
7.	.99
8.	.98
9.	.99
10.	.99
11.	.99
12.	.99
13.	.99
14.	.99
15.	.99
16.	.98
17.	.99

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Table 15

## Pearson Correlations Between Men's PER Scores and Selected Biographical and Aptitude Variables

Performance Requirements	Time In Rank	Time In CF	Age	Lang- uage	Educ- ation	CC	CA2	✓ AC2	FL2	AK2
1. Planning	-.10*					.15*	.15*	.20**		
2. Delegation							.23**			
3. Performance under Stress/Pressure	-.10*					.18**	.12*	.20**	.16*	
4. Cooperation						.13*			.13*	
5. Command & Self-Assertion	-.15**						.28***			
6. Support of Subordinates						.19*	.18*			
7. Briefing Others						.15*	.27***	.16*		
8. Knowledge of Job	-.13**					.22***		.23***	.20**	
9. Ability to Apply His/Her Knowledge	-.13**					.19**	.13*	.16**	.18**	
10. Adaptability	-.14**					.19**		.16**		
11. Initiative	-.16***					.16*		.16**	.13*	
12. Appearance & Bearing	-.16***									
13. Supervision										
14. Ensuring Understanding of Assignments						.16*				
15. Responsibility	-.12**					.21**	.26**	.21**		
16. Conduct						.17**		.14*		
17. Learning from Experience	-.19***					.13*				
						.15*	.14**		.12*	

\* p &lt; .05

\*\* p &lt; .01

\*\*\* p &lt; .001

Table 16

Pearson Correlations Between Women's PER Scores and Selected Biographical and Attitude Variables

Performance Requirements	Time In Rank	Time in CF	Age	Lang- uage	Educ- ation	GC	CA2	AC2	EL2	AK2
1.Planning		.09*						.14**		
2.Delegation										
3.Performance under Stress/Pressure	-.10*							.12*		
4.Cooperation										
5.Command & Self-Assertion										
6.Support of Subordinates										
7.Briefing Others								.21**		
8.Knowledge of Job							.11*	.12*		
9.Ability to Apply His/Her Knowledge							.13*			
10.Adapability							.10*			
11.Initiative	.08*	.11*	.09*				.12*	.14**		
12.Appearance & Bearing		.09*								
13.Supervision					-.13*					
14.Ensuring Understanding of Assignments		.09*	.09*					.10*		
15.Responsibility		.13**	.12*		-.10*			.11*		
16.Conduct		.09*			-.13**			.11*		
17.Learning from Experience										

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

significant correlations than did the women's, it is important to note that none of the correlations exceeded a value of  $\pm .28$ . The relationships found, therefore, do not appear to be substantial.

Nevertheless, because weighted combinations of variables could be substantially related to the PER scores, a canonical correlation analysis was performed (Nie et al., 1975) using the aptitude and biographical measures as predictors of the PER scores. The results were not statistically significant ( $p > .05$ ). It can be concluded, therefore, that the relationships between the predictor variables under consideration, and the PER scores are not strong enough to warrant their inclusion as covariates in the MANOVAs of the men's and women's PER scores.

Principal Components Analysis of the Supervisors' and Subordinates' Expectancy Questionnaires.

The Supervisors' and Subordinates' Expectancy Questionnaires were developed principally to address the issues posed by hypotheses 4, 5 and 6. For hypothesis 4 the variables which require measurement are the supervisors' "expectancies for the performance and work motivation" of their subordinates; for hypothesis 5, they are the supervisors' reports of the degree of "reward and encouragement of good performance" and "leniency towards poor performance" on the part of their subordinates; and, for hypothesis 6, they are the subordinates' "expectancies for their own level of performance potential and their own work

motivation".

As indicated in the Method section (p. 68), the results of the Supervisors' and Subordinates' Expectancy Questionnaires were submitted to separate principal components analyses to determine: (a) whether the items on the surveys were related in a fashion which corresponds to the hypotheses and constructs that they were originally meant to address (See Appendix B); and, if so, (b) the sets of items that should be used as measures of the variables listed above. In both analyses the number of factors was limited using the eigenvalue criterion of one, and VARIMAX rotation to a final solution was used (Nie et al., 1975).

Fourteen principal components which met the eigenvalue criterion of one were found for the supervisors' questionnaire. In their unrotated form they accounted for 64.7 percent of the variance in the data. Sixteen principal components which met the eigenvalue criterion of one were found for the subordinates' questionnaire, which in their unrotated form accounted for 61.6 percent of the variance in the data. Table 17 and 18 show the VARIMAX rotated factor structures for the supervisors and subordinates respectively. Each shows the abbreviated items under the factor on which they achieved their largest factor loading, and within each factor the items are ordered from largest to smallest factor loading for that factor. The full questionnaire items for the supervisors and subordinates are shown in Appendix B. The criteria used to

Table 17

Varimax Rotated Factor Structure for Supervisor's Expectancy Questionnaire

	Loadings for Factor													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Factor 1</b>														
4. Ability to take on responsibility.	.84	.15	.03	-.02	.07	-.04	.02	.07	-.01	-.06	-.05	.01	.10	-.00
27. Place in supervisory position	.83	.06	.00	.00	.11	.11	.03	.19	-.02	.04	.02	.08	.03	-.04
3. Leadership potential	.82	.14	.02	.04	.04	-.08	.00	.00	-.06	-.11	.03	.03	.12	.01
2. Advance compared with peers	.81	.17	.02	.01	-.02	-.01	-.01	-.08	.05	-.08	-.04	.10	.10	.04
38. Place in command job	.76	.10	.09	-.03	.19	.13	.01	.07	.01	.07	-.01	.06	-.01	-.06
31. Place in vital job	.76	.15	.01	.01	.23	.08	.06	.12	.03	.16	.04	.05	-.06	-.07
26. Place in responsible job	.74	.10	.01	-.03	.13	.14	-.01	.28	-.05	.10	.07	.07	-.09	.01
36. Place in complex job	.74	.15	-.02	.00	.13	.13	.06	.03	.06	.35	.06	.03	-.07	-.03
5. Potential to carry out difficult tasks	.73	.11	-.00	.08	.03	.00	.04	.17	.08	.11	-.02	.09	.13	-.03
28. Place in high profile job	.72	.20	.06	-.00	.16	.31	-.07	.05	.00	.02	.00	.02	-.04	-.10
29. Place in stressful job	.71	.14	.05	-.02	.32	.02	.08	.08	-.03	.08	.09	.03	.13	.02
1. Potential to function at advanced rank	-.70	.08	-.00	-.02	.02	.07	-.04	.01	-.08	-.00	-.02	.03	-.19	.09
19. Work motivation on job	.70	.17	-.01	-.01	-.08	.07	-.10	.12	-.03	.06	.03	.26	.07	-.10
34. Place in people-oriented jobs	.54	.19	-.09	.07	.16	.41	-.05	-.05	-.07	-.06	.07	.04	-.02	-.18
24. Give (all - few) of difficult tasks of trade	.41	.14	-.09	-.01	.06	.10	.10	.39	.02	.18	-.06	-.06	.10	-.01
<b>Factor 2</b>														
48. Complex/not complex job	.25	.73	.06	-.03	-.06	-.14	-.04	.13	.09	.26	.05	-.03	.01	.11
49. Stressful/not stressful job	.18	.71	.13	.04	.07	-.06	.06	.12	.02	.09	.09	.03	.10	.20
46. High status/low status job	.22	.69	.16	.00	-.10	.16	-.03	.07	.02	.02	-.03	.07	-.02	-.09
42. Exciting/dull job	.13	.66	.25	.03	.01	.04	-.05	-.07	-.05	-.03	.06	.06	-.03	.16
47. Important/not important job	.13	.64	.11	-.05	.10	-.01	.10	.25	.07	.14	.03	-.09	.02	.03
39. High profile/low profile job	.24	.58	.09	-.03	.04	.30	-.00	-.07	-.00	-.02	-.07	.09	.15	-.10
43. Routine/constantly changing job	-.12	.48	-.12	-.03	.01	.25	-.03	.12	.00	.10	.09	-.12	.19	.44
<b>Factor 3</b>														
41. Combat/non-combat job	.01	.02	.81	.01	.15	.09	.04	-.01	.02	.02	-.08	.11	-.02	.05
44. Front line/rear support job	.05	.12	.76	.02	.08	.11	-.02	.00	-.03	-.03	-.02	-.07	-.07	.04
51. Dangerous/not dangerous job	-.03	.14	.71	.08	.09	-.24	-.02	.01	-.06	.11	.11	-.04	.01	-.05
40. Operational/non-operational job	.05	.19	.54	.04	.17	-.27	.01	.00	.12	.27	-.03	-.07	.07	.05

... continued/

Table 17 (continued)

Varimax Rotated Factor Structure for Supervisor's Expectancy Questionnaires

	Loadings for Factor													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Factor 4</b>														
6. Substandard performance - lack of ability	.03	-.02	.02	.81	-.04	.01	.04	.07	-.00	.01	-.11	-.11	.02	.08
9. Substandard performance - lack of effort	.06	.03	.05	.74	-.05	.01	-.01	.07	-.20	.01	-.06	-.04	.09	.05
8. Substandard performance - difficult job	-.11	-.05	.01	.65	.09	-.02	.06	-.08	.11	.10	-.01	-.01	-.21	.13
13. Outstanding performance - easy job	.18	.02	.02	.60	-.00	-.04	-.02	.08	.30	-.04	.10	.10	.04	-.31
<b>Factor 5</b>														
33. Place in combat job	.18	-.03	.26	-.04	.79	-.01	.11	.02	.02	.04	-.00	.09	.06	.00
32. Place in physically difficult job	.30	.05	.14	.02	.77	.01	.05	.00	.06	.09	-.01	.07	.04	.04
30. Place in dangerous job	.42	.03	.15	-.03	.66	-.07	.02	.10	-.04	.09	.03	.08	-.07	.05
<b>Factor 6</b>														
37. Place in administrative job	.38	.03	-.00	-.08	.14	.63	.05	.11	.05	.02	.05	.06	-.02	.01
50. People oriented/not people oriented job	.13	.51	-.12	.01	.10	.53	-.09	-.01	-.07	-.18	.04	.07	.16	-.12
54. Classify as women's/both/men's work	-.03	-.06	-.37	.01	-.10	.43	.04	-.07	.16	-.12	-.03	-.15	-.03	.34
<b>Factor 7</b>														
10. Substandard performance - subordinates sex	.01	.02	.02	.01	.10	.01	.90	-.01	.05	-.08	.03	.04	-.01	-.00
15. Outstanding performance - subordinates sex	.06	-.01	-.03	.05	.04	-.01	.89	.03	.07	.04	.09	-.01	-.01	-.04
<b>Factor 8</b>														
52. 7 percent of time unsupervised	-.32	-.01	-.05	-.07	-.04	.04	.04	-.73	.01	.12	.00	-.14	.01	.11
53. 7 percent of time under supervision	.50	.06	.06	.07	-.03	.03	.06	.58	-.04	-.02	-.13	.05	.03	.09
25. Place in support job	.22	.11	-.03	.01	.21	.32	-.03	.34	.04	.21	.06	.12	-.12	-.14
<b>Factor 9</b>														
7. Substandard performance - bad luck	-.10	.03	-.01	-.11	.09	.02	-.04	.01	.84	-.03	.06	-.01	-.01	.10
12. Outstanding performance - good luck	.14	.04	-.02	.13	-.05	.03	.19	-.01	.74	.02	.03	-.04	-.07	-.17
<b>Factor 10</b>														
35. Place in technical job	.35	.11	.15	.03	.25	.05	-.02	-.07	.00	.69	-.03	.05	.09	-.07
45. Technical/non-technical job	.03	.26	.39	.07	.02	-.24	-.09	.02	-.07	.60	-.03	.09	.08	-.03

... continued/

Table 17 (continued)

Varimax Rotated Factor Structure for Supervisor's Expectancy Questionnaires

	Loadings for Factor													
	1	2	3	4	5	6	7	8	9	10	11	12	13	14
<b>Factor 11</b>														
17. Poor work pass unmentioned ? percent of time	.19	.06	.01	-.03	-.01	-.02	.07	-.04	.23	-.04	.72	.12	-.04	.02
23. Substandard performance - counsel ?	.07	.05	-.00	.05	.10	-.19	-.15	-.18	.05	-.20	-.66	.09	.03	.07
20. Good work pass unmentioned ? percent time	-.14	.10	-.11	-.07	.17	-.08	-.09	-.11	-.06	-.23	.61	.01	.11	-.03
<b>Factor 12</b>														
16. Likelihood of making career of CF	.15	.03	.03	-.12	.21	.02	.05	.17	-.08	-.00	-.05	.77	.22	.02
18. Enough money, continue in CF ?	.34	.10	-.04	.04	.04	.05	-.00	.01	.03	.10	.09	.74	-.14	.02
<b>Factor 13</b>														
22. Outstanding performance - salary increase ?	.13	.11	.05	-.05	.03	-.02	-.01	-.06	-.09	.13	-.05	.08	.80	-.04
21. Outstanding performance - recommend promotion?	.42	.03	-.08	-.03	.02	.07	-.02	.24	.08	-.12	.21	-.07	.49	-.05
<b>Factor 14</b>														
11. Outstanding performance - ability	-.26	-.03	.12	.30	.13	-.14	-.08	-.13	-.12	-.08	-.16	.09	-.16	.58
14. Outstanding performance - hard work	-.09	.01	.16	.44	-.15	-.12	-.03	-.13	-.05	-.12	-.03	.20	-.11	.45

Table 18

Varimax Rotated Factor Structure for Subordinates' Expectancy Questionnaire

	Loadings for Factor															
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
<b>Factor 1</b>																
27. Supervisor place in supervisory job	.80	.05	-.02	.02	-.10	.07	.04	.04	-.07	-.03	.06	.00	-.02	.05	.06	-.04
26. Supervisor place in responsible job	.76	.09	-.05	.02	-.15	.04	.06	.04	.10	-.02	.02	.01	.06	.10	.10	-.05
28. Supervisor place in high profile job	.71	.12	.07	-.02	-.03	.12	-.01	.01	.20	.05	.05	.06	-.01	-.02	-.04	-.05
38. Supervisor place in command job	.67	.10	.11	.05	.05	.16	-.02	.11	.12	.13	.08	.02	.04	.10	-.05	.02
31. Supervisor place in vital job	.63	.11	.21	.01	-.04	.06	.02	-.03	.23	.08	.02	.12	.00	.12	.08	.06
29. Supervisor place in stressful job	.55	.14	.43	-.09	-.20	.09	-.08	-.14	-.04	-.03	-.05	.03	.05	.06	-.02	.02
21. Good work - supervisor recommend promotion?	.53	.14	-.18	.15	.08	.19	.19	.06	-.14	-.06	.38	.08	.12	.03	.24	.08
25. Supervisor place in support job	.52	-.22	.11	.07	-.14	-.08	.06	.23	.28	-.02	-.19	.17	.13	.10	.10	.09
22. Good work - Supervisor recommend pay raise	.48	.15	-.08	.07	.11	.34	.15	.04	-.21	.04	.17	-.12	.07	-.21	-.28	.06
36. Supervisor place in complex job	.48	.21	.29	-.19	-.04	.14	-.07	-.15	.10	.21	-.01	.10	.09	.33	-.04	.16
<b>Factor 2</b>																
42. Exciting/dull job	.08	.75	.05	.12	.02	.14	-.00	.15	-.01	.02	.12	-.00	-.02	-.10	-.11	-.04
48. Complex/not complex job	.04	.68	.15	-.06	.01	.08	.02	-.07	-.04	.16	.03	.00	.01	.06	-.01	.38
39. High/low profile job	.13	.66	-.06	.22	.01	.12	-.07	.05	.19	.03	.02	.03	-.07	.12	-.06	-.07
43. Routine/constantly changing job	-.06	-.64	-.18	.08	.08	.02	-.05	-.05	.11	.06	-.04	.07	.03	.14	-.09	.12
46. High status/low status job	.16	.62	-.13	.25	-.01	.09	.04	.09	.20	.09	-.02	.07	-.05	.12	-.01	-.03
47. Important/not important job	.19	.60	-.09	.22	-.09	-.05	.04	.03	.13	.05	.03	-.03	.09	.01	.12	.16
<b>Factor 3</b>																
32. Supervisor place in physically difficult job	.09	.03	.76	.09	-.04	.04	.10	.04	.01	.07	-.01	-.05	-.05	.08	.02	-.03
30. Supervisor place in dangerous job	.13	.01	.75	.05	.07	.05	-.03	-.00	-.04	.02	.04	.11	.08	.05	-.02	.05
33. Supervisor place in combat job	.01	.04	.62	.32	.16	.02	.10	.19	.09	.10	.06	-.12	-.02	.07	-.09	.12
<b>Factor 4</b>																
41. Combat/non-combat job	.02	.05	.20	.75	.10	.02	-.01	.05	-.04	-.03	.03	.15	-.07	.02	.01	-.04
44. Front line/rear support job	.06	.18	.06	.69	.07	.01	-.12	-.14	-.04	.04	-.09	.00	-.06	.05	-.03	.15
51. Dangerous/not dangerous job	-.09	.10	.18	.55	-.01	.11	-.09	-.14	-.07	.22	.02	.03	-.01	-.26	.04	.25
40. Operational/non-operational job	-.05	.21	-.06	.54	-.06	-.05	-.02	.11	-.02	.34	.06	.03	-.01	-.02	.07	.09

... continued/

Table 18 (continued)

Varimax Rotated Factor Structure for Subordinates' Expectancy Questionnaire

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Loadings for Factor																
Factor 5																
6. Substandard performance - lack of ability	-.03	.02	.07	.02	.74	-.05	.08	-.04	-.02	.07	-.01	-.14	-.03	.01	.18	-.10
11. Outstanding performance - ability	-.20	-.13	.03	.11	.64	.03	-.17	-.02	-.01	-.12	-.01	.07	.10	-.02	-.07	.10
9. Outstanding performance - hard work	-.10	.01	.02	.02	.61	-.03	.11	-.04	.02	.18	-.07	-.17	-.12	-.11	.04	-.08
Factor 6																
3. My leadership potential	.11	.11	-.00	.03	.03	.74	-.08	-.03	.07	.10	-.05	.06	-.01	.17	-.02	-.02
10. Advance in service compared with peers	.18	.07	.01	-.00	-.02	.68	.01	.13	.06	.00	.02	.06	-.11	-.13	-.03	.02
4. My ability to take on more responsibility	.11	.06	.14	.02	-.15	.64	-.08	.08	.04	-.14	.03	-.06	.18	.21	.11	-.00
Factor 7																
10. Substandard performance - my sex	.07	.01	.10	-.07	-.01	-.01	.86	.06	-.02	-.03	.02	.16	.04	.01	.05	-.03
15. Outstanding performance - my sex	.05	.04	.02	-.09	-.00	-.07	.85	-.07	.05	-.06	-.02	.15	-.02	.04	.04	-.01
Factor 8																
16. Likelihood of me making a career of CF	.11	.02	.08	.01	.02	.09	-.01	.81	-.04	-.02	-.01	.03	.03	.07	.07	-.06
18. Enough money continue in CF?	-.05	.17	.00	-.06	-.03	.04	-.01	.72	.06	.12	.14	.10	-.03	.07	.07	-.02
19. Work motivation in my job	.16	.18	.13	-.09	-.19	.35	-.02	.38	-.09	-.13	-.00	-.01	.04	-.09	.09	-.34
Factor 9																
34. Supervisor place in people oriented job	.40	.06	.03	-.08	-.08	.13	-.01	-.02	.67	.04	.08	.08	.04	.00	.02	-.06
50. People oriented/not people oriented job	.19	.38	-.06	.01	-.03	.07	.11	-.02	.63	-.04	.01	-.01	.03	-.02	.02	.04
37. Supervisor place in administrative job	.38	.05	.10	-.07	.05	-.05	-.12	-.02	.44	-.20	.09	.05	.07	.23	.21	-.11
54. Women's/both/men's job	-.08	-.13	.00	-.26	-.01	.08	.02	.11	.38	.05	-.03	.02	-.07	-.20	-.25	.28
Factor 10																
35. Supervisor place in technical job	.22	-.04	.14	.02	.08	.02	-.06	.06	.08	.80	.02	.05	.01	.03	-.06	-.01
36. Technical/non-technical job	-.07	.19	.03	.28	-.00	-.03	-.04	-.00	-.12	.75	.01	-.09	-.00	-.07	.00	.03

... continued/

Table 18(continued)

Varimax Rotated Factor Structure for  
Subordinates' Expectancy Questionnaire

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Loadings for Factor																
<b>Factor 11</b>																
17. Supervisor pass poor work unmentioned ?	.22	.04	.06	.01	-.13	-.02	-.00	.12	.00	.01	.73	.04	-.01	.02	.01	-.04
23. Substandard performance - supervisor counsel?	.10	-.07	-.09	.04	.10	.00	.06	.05	-.15	.00	-.72	.12	.08	-.06	-.17	-.00
20. Supervisor pass good work unmentioned ?	.37	.15	-.17	.06	.06	-.00	.12	.15	-.16	.11	.49	.08	.04	-.16	-.19	.10
<b>Factor 12</b>																
12. Outstanding performance - good luck	.10	-.07	-.02	-.04	-.10	.02	.15	.09	-.01	-.06	-.02	.83	.03	.05	.07	.01
7. Substandard performance - bad luck	.04	-.04	.03	-.07	-.11	.03	.16	.04	.07	.04	-.02	.79	.00	.00	.01	-.03
<b>Factor 13</b>																
53. Receive direct supervision ? percent of time	.06	-.09	-.07	-.04	-.01	-.01	.04	.08	-.03	.03	-.09	-.01	.83	.05	.02	.01
52. Work unsupervised ? percent of time	-.07	-.02	-.10	.08	.03	-.05	.01	.07	-.08	.02	-.03	-.04	.82	.09	.04	.06
<b>Factor 14</b>																
5. My potential to do difficult trade tasks	.15	-.04	.05	-.04	-.06	.17	-.01	.20	-.04	.02	.00	.07	.11	.68	-.02	-.09
1. My potential to work at higher rank	-.05	.02	-.09	-.08	.11	.42	.15	-.00	-.05	.05	.02	.09	.13	.51	-.08	-.27
24. Given, my share of difficult tasks	.44	.08	.00	-.12	-.08	-.14	.06	-.09	.00	-.10	.09	.04	-.01	.46	-.09	.15
<b>Factor 15</b>																
13. Outstanding performance - easy job	.03	.00	-.03	.07	.16	.07	.04	.06	-.08	-.02	.10	.10	-.07	-.06	.73	.14
8. Substandard performance - difficult job	-.02	.05	-.04	-.03	.40	-.03	.11	-.07	-.02	-.03	-.01	-.01	.10	.04	.50	-.18
<b>Factor 16</b>																
49. Stressful/not stressful job	.06	.48	.18	-.05	-.03	.04	-.10	-.09	-.01	.01	.02	-.06	-.07	.05	.11	.58

establish the final groupings for the use as dependent variables in later analyses are as follows:

1. any item with a factor loading greater than  $\pm.4$  following VARIMAX rotation, was subsumed under the factor on which it had its largest factor loading;
2. items without any factor loadings of this magnitude were subsumed under the factor on which they had the largest factor loading, provided that upon qualitative inspection they appeared conceptually related to that factor;
3. items with factor loadings of  $\pm.4$  or greater on more than one factor were subsumed under the factor in which they fit best conceptually; and,
4. an item that did not have a factor loading of  $\pm.4$  or greater on a particular factor, but was conceptually and theoretically congruent with this factor, was subsumed under this factor as well as the one on which the factor loading of  $\pm.4$  or greater was achieved.

Tables 19 and 20 show the final groupings of supervisor and subordinate items which were to be used as dependent measures in subsequent analyses. Where possible, similar item groupings have been awarded the same group number in both Tables. Groups 1 to 5 (Tables 19 & 20) represent variables of interest in hypotheses 4, 5 and 6, worded either

Table 19

Final Groupings of Items from Supervisors' Expectancy Questionnaire

Group No.	Item No.	Hypothesis and/or Construct Measured
1	1, 2, 3, 4, 5, 19, 24, 25, 26, 27, 28, 29, 31, 34, 35, 36, 37, 38	Hypothesis 4 - "expectancies for the performance and work motivation" of the subordinate.
2	30, 32, 33	Hypothesis 4 - "expectancies for the performance" of the subordinate.
3	16, 18	Hypothesis 4 - "expectancies for ... work motivation"
4	21, 22	Hypothesis 5 - "reward and encouragement of good performance"
5	17, 20, 23	Hypothesis 5 - "reward and encouragement of good performance"; "leniency towards poor performance".
6	34, 37, 50, 54	Items related to whether the supervisor would place the subordinate in administrative and people-oriented positions, and whether the subordinate had done people-oriented and traditionally women's work in the CF before.

... continued/

Table 19(continued)

Final Groupings of Items from Supervisors' Expectancy Questionnaire

Group No.	Item No.	Hypothesis and/or Construct Measured
7	35, 45	Whether the subordinate had done technical work in the CF, and whether the supervisor would be prepared to place the subordinate in technical positions.
8	52, 53	Assesses degree of freedom and independence from supervision allowed subordinate.
9	6, 7, 8, 9, 10, 11, 12, 13, 14, 15	All items related to attribution theory
10	10, 15	Only "the sex of this individual" items related to attribution theory.
11	39, 42, 43, 46, 47, 48, 49, 50	Items other than Combat, Front-line, Dangerous, Technical, and Operational related to description of kind of job subordinate is <u>required to do</u> .
12	40, 41, 44, 51	Items Combat, Front-line, Dangerous, and Operational related to description of kind of work subordinate is <u>required to do</u>

Table 20

Final Groupings of Items from Subordinates' Expectancy Questionnaire

Group No.	Item No.	Hypothesis and/or Construct Measured
1	21, 22, 24, 25, 26, 27, 28, 29, 31, 34, 35, 36, 37, 38	The subordinate's judgement of the supervisor's "expectancies for the performance" of the subordinate.
2	30, 32, 33	The subordinate's judgement of the supervisor's "expectancies for the performance" of the subordinate.
3	16, 18, 19	Hypothesis 6 - assesses subordinates reported "work motivation".
4	1, 2, 3, 4, 5	Hypothesis 6 - assesses subordinates' "expectancies of their own level of performance".
5	17, 20, 23	Subordinate's judgement about the amount of "reward and encouragement of good performance" and "leniency towards poor performance" displayed by the supervisor.
6	34, 37, 50, 54	Items related to the subordinate's judgement about whether the supervisor would place the subordinate in Administrative and People-oriented positions, and whether the subordinate describes his/her work as people-oriented, and traditionally women's work in the CF.

... continued/

Table 20(continued)

Final Groupings of Items from Subordinates' Expectancy Questionnaire

Group No.	Item No.	Hypothesis and/or Construct Measured
7	35, 45	Whether the subordinate describes his/her work as Technical, and the subordinate's judgement about whether the supervisor would place him/her in Technical positions
8	52, 53	Subordinate's judgement about the degree of freedom and independence from supervision allowed the subordinate by the supervisor.
9	6, 7, 8, 9, 10, 11, 12, 13, 14, 15	All items related to attribution theory.
10	10, 15	Only "my sex" items related to attribution theory.
11	39, 42, 43, 46, 47, 48, 49, 50	Items other than Combat, Front-line, Dangerous, Technical and Operational related to description of the kind of job the subordinate is <u>required</u> to do.
12	40, 41, 44, 51	Items Combat, Front-line, Dangerous, and Operational related to the description of the work the subordinate is <u>required</u> to do.

from the supervisors' or subordinates' perspective. Groups 6 through 12 (Tables 19 & 20) have to do with constructs which are not specifically related to the testing of hypotheses 4, 5 and 6.

Three groups of items shown in Table 17 were chosen to represent the variables of interest in hypothesis 4 - that is, the supervisors' expectancies "for the performance and work motivation" of their subordinates. In Group 1 (Table 19) are most of the items which received their largest factor loadings on factor 1. Questions 1 to 5 in this group were designed to measure the supervisors' expectancies for the future work performance of their subordinates. In addition, certain job descriptors related to the question "I would be prepared to place this individual in positions that could be described as:" were included. Specifically, they are Supervisory, Command, Vital, Responsible, Complex, High Profile, Stressful, People Oriented, Technical, Support and Administration. Although the items Administration, Technical and Support did not achieve their largest factor loadings on factor 1 (Table 17), they were included in this grouping, nonetheless, because they fit best conceptually. Two other items which loaded on factor 1 were also included in Group 1 (Table 19). The first, item 19, asks the supervisor to judge on a four-item Likert-type scale whether the subordinate is "strongly motivated" to "not at all motivated" to do his/her job well. The second, item 24, asks the

supervisor to indicate on a four-item scale from "all" to "not many", the number of difficult tasks that the supervisor gives the subordinate to do, that the subordinate's peers in similar jobs are expected to do. Collectively the items in Group 1 (Table 19) seem to measure the supervisor's confidence in the subordinate's work capabilities. Group 1, Table 20 represents a comparable set of items for the subordinates. The set essentially assesses the subordinate's judgment of the supervisor's "expectancies for the performance" or confidence in the work capabilities of the subordinate.

Group 2, Table 19 (items 30, 31 & 32) assesses the supervisors' "expectancies for the performance" of the subordinate. These items, which achieved their largest factor loading on factor 5 (Table 17), assessed the supervisors' preparedness to place the subordinate in positions that could be described as Dangerous, Physically Difficult, and Combat, and, as such, measured the supervisor's confidence in the subordinate's capabilities to perform in this distinctly military commitment. The same set of items also occurred on the subordinates' questionnaire (Factor 3, Table 18), and asked for the subordinate's judgement of the supervisor's preparedness to place the subordinate in these types of positions.

Group 3, Table 19 is the final group of items designed to measure the variables of interest in hypothesis 4. These items loaded on factor 12, Table 17. Item 16 asks the

supervisor to indicate the likelihood of the subordinate "making a career of the Canadian Forces and remaining in the service until retirement age". Item 18 asks the supervisor to judge whether the subordinate would remain in the service if monetary considerations (e.g. - won a lottery) were not a factor. Both are measures of the supervisor's judgement of the subordinate's "work motivation" from a long term career commitment point of view.

Two sets of items from the supervisor's questionnaire addressed hypothesis 5. The first included items 21 and 22 (Group 4, Table 19) which loaded on factor 13 of Table 17. These items measure the supervisor's reports of the degree of "reward and encouragement of good performance" they give their subordinates, in the sense of material recognition for good performance (i.e. - salary increase or promotion). The second set included items 17, 20, and 23 (Group 5, Table 19) which loaded on factor 11 of Table 17. Two of these items, 17 and 23 give some indication of the degree of leniency supervisors reported displaying towards their subordinates when they were performing in a substandard fashion, while item 20, on the other hand, had to do with the percentage of time the supervisor would let outstanding performance on the part of the subordinate pass unmentioned. These items seem to deal with the social and interpersonal consequences of good and poor performance, whereas the items in Factor 13 (Table 17), 21 and 22 dealt specifically with the material consequences

of good performance. Items 17, 20 and 23 also correlated on factor 11 on the subordinates' questionnaire, and were included as Group 4, Table 20. These items asked the subordinate to judge what the supervisor's response would be if the subordinate were performing in a substandard or outstanding fashion.

Two groups of items from the subordinates' questionnaire addressed hypothesis 6, which required an assessment of the subordinates' "expectancies for their own level of performance and work motivation." The first group (Group 4, Table 20) included items 1 to 5 from the subordinates' questionnaire. Items 2 through 4 had their greatest factor loadings of on factor 6 (Table 18). Items 1, 5 and 24 achieved their greatest loadings on factor 14 (Table 18). Item 1, however, also exceeded the loading criteria of  $\pm .4$  on factor 6 (Table 18). Since items 1 through 5 were related either on factors 6 or 14, and since the original intent of these questions was to measure some aspect of the subordinate's expectancies for their own work performance, it was decided to use these five as measures of the subordinates' "expectancies for their own work performance" grouped together (Group 1, Table 20). Item 24 was not included, because its comparable factor loading on factor 1 (Table 18) allowed it to fit better conceptually with factor 1 items. This also provided better comparability with the similar set of items from the supervisors' questionnaire (Group 1, Table 19).

The second group (Group 3, Table 20) of items related to hypothesis 6 included items 16, 18 and 19 which loaded on factor 8 (Table 18) of the subordinates' principal components analysis. Items 16 and 18 were similar in wording to those on the supervisors' questionnaire and were intended to measure the subordinates' long term commitment to a career in the Canadian Forces. Item 19 was designed to measure the subordinates' reported motivation to do well at the job at hand. All were included in the set intended to measure the subordinates' reported "work motivation" as required by hypothesis 6.

A considerable number of items were not specifically related to the testing of hypothesis 4, 5 and 6. Items 34, 37, 50 and 54 on both the supervisors' and subordinates' questionnaire (Group 6, Tables 19 & 20), were related to whether the supervisor (or the subordinates' judgement about whether the supervisor) would place the subordinate in Administrative and People Oriented positions, and whether the subordinate had done People Oriented and traditionally women's work in the Canadian Forces before. Items 35 and 45, (Group 7, Tables 19 & 20) asked whether the subordinate had done technical work in the Canadian Forces, and whether the supervisor (or the subordinate to judge whether the supervisor) would be prepared to place the subordinate in technical positions. Items 52 and 53 (Group 8, Tables 19 & 20) assessed the degree of freedom and independence from supervision

allowed the subordinate by the supervisor as judged by the supervisor or by the subordinate.

Items 6 through 15 (Group 9, Tables 19 & 20), were related to the reasons (either from the subordinate's or supervisor's perspective) for substandard and outstanding performance and had as their basis, attribution theory as discussed in the review of literature (pp. 16-18). Despite the fact that they fell into different factor dimensions for the supervisors' and subordinates' questionnaires (See Tables 17 & 18), they were all related conceptually to the same underlying theme. However, items 10 and 15 were also included as a separate group for both the supervisors and the subordinates (Group 10, Tables 19 & 20) because these items were correlated on separate factors for both the supervisors' and subordinates' questionnaires. These items cited the sex of the subordinate in question as a possible reason for substandard or outstanding performance respectively.

Items 39, 42, 43, 46, 47, 48, 49 and 50 (Group 11, Tables 19 & 20) were also grouped together for both the supervisors and subordinates. These included all items other than Combat, Front Line, Dangerous, Technical and Operational as descriptions of the kind of work the subordinate is required to do. Items 40, 41, 44 and 51 (Group 12, Tables 19 & 20) formed separate constellations for both the supervisors and subordinates, and included the items Combat, Front Line, Dangerous and Operational as descriptions of the work the

subordinate does.

All groups of items listed in Tables 19 and 20 were used as dependent measures in MANOVAs to either test hypotheses 4, 5 and 6, or to examine other constructs of interest.

#### Tests of Hypotheses 1, 2 and 3 and Related Analyses

The dependent variables in these analyses were the three sets of performance requirements which achieved their largest factor loadings on the PER dimensions Individual Effectiveness, Interpersonal Skills or Influencing, and Professionalism as shown in Table 11. The analyses were performed using the supervisors' categories (Traditional, Moderate, Egalitarian) on each of the Attitudes Toward Women Scale (SAWS) dimensions Equality of Opportunity and Division of Labour, Morality, and Courtship and Marriage described above (pp. 70-71). Thus, there were nine MANOVAs performed, one for each combination of performance requirement subset by SAWS dimension.

Tests of Hypotheses 1, 2, and 3. As indicated in the Method chapter (p. 64) hypotheses 1, 2 and 3 require a SEX by linear SAWS interaction. The predicted interaction was found for the subset of items representing the PER dimension Influencing, when the Morality factor scores were used to define the supervisors' attitudes toward women ( $F(6, 234) = 2.59, p < .05$ ). At the univariate level, using Dunn's Multiple Comparison Procedure, support was obtained for hypotheses 1 and 2, but not 3, for the three performance requirements

Support of Subordinates, Command and Self-Assertion, and Supervision; that is, for these three performance requirements, Traditional supervisors of women rated them significantly lower than did Traditional supervisors rating male subordinates (Hypothesis 1); there were no significant differences in scores for men and women among Egalitarian supervisors (Hypothesis 2); but, contrary to prediction (Hypothesis 3), there were no significant differences between evaluations received by women who worked for Traditional supervisors and evaluations received by women who worked for Egalitarian supervisors. Table 21 summarizes these results, Table 22 gives the means and standards deviations for each of the three performance requirements, and Figures 2, 3, and 4 graphically depict the relationships.

No other significant multivariate interactions were found for the eight other combinations of PER subset by SAWS dimension. Thus, for three of the seventeen performance requirements, Support of Subordinates, Command and Self-Assertion, and Supervision, Traditional supervisors, as defined by the Morality dimension of SAWS, rated their women subordinates lower than did Traditional supervisors rating male subordinates (Hypothesis 1). No support was found however, for the prediction (Hypothesis 3) that women working for Traditional supervisors would receive lower performance appraisals than women working for more Egalitarian supervisors.

Significant PER Main Effects. No significant multivariate

Table 21

Tests of Hypotheses 1, 2 & 3<sup>a</sup> for Performance Requirements Support of Subordinates, Command & Self-Assertion, and Supervision Using Supervisors' Categories on Morality Dimension of the Attitude Toward Women Scale (SAWS)

Hypothesis	Performance Requirement	Dunn's Multiple Comparison Procedure <sup>b</sup>	
		minimum critical difference	sign.
1	Support of Subordinates	.499	p<.05
	Command & Self-Assertion	.538	p<.05
	Supervision	.544	p<.05
2	Support of Subordinates	.502	n.s. <sup>c</sup>
	Command & Self-Assertion	.542	n.s.
	Supervision	.548	n.s.
3	Support of Subordinates	.532	n.s.
	Command & Self-Assertion	.564	n.s.
	Supervision	.570	n.s.

a. See Table 7 for Hypotheses comparisons.

b. degrees of freedom = 239  
number of comparisons = 3

c. n.s. = not significant

Table 22

Evaluations of Subordinate Men and Women for the Performance Requirements Support of Subordinates, Command & Self-Assertion, and Supervision by Supervisors' Categorized as Three Groups according to the Attitudes Toward Women Scale (SAWS)

Performance Requirement	SAWS (Morality)	Women		Men	
		Mean	S.D.	Mean	S.D.
Support of Subordinates	Traditional	4.53	0.89	5.09	0.95
	Moderate	4.50	1.09	5.08	1.05
	Egalitarian	4.76	0.90	4.71	0.79
Command and Self-Assertion	Traditional	4.58	1.13	5.24	1.07
	Moderate	4.57	1.06	5.32	0.96
	Egalitarian	4.98	0.87	5.07	1.01
Supervision	Traditional	4.61	1.00	5.18	1.03
	Moderate	4.55	1.11	5.21	1.02
	Egalitarian	4.92	0.98	5.00	1.04

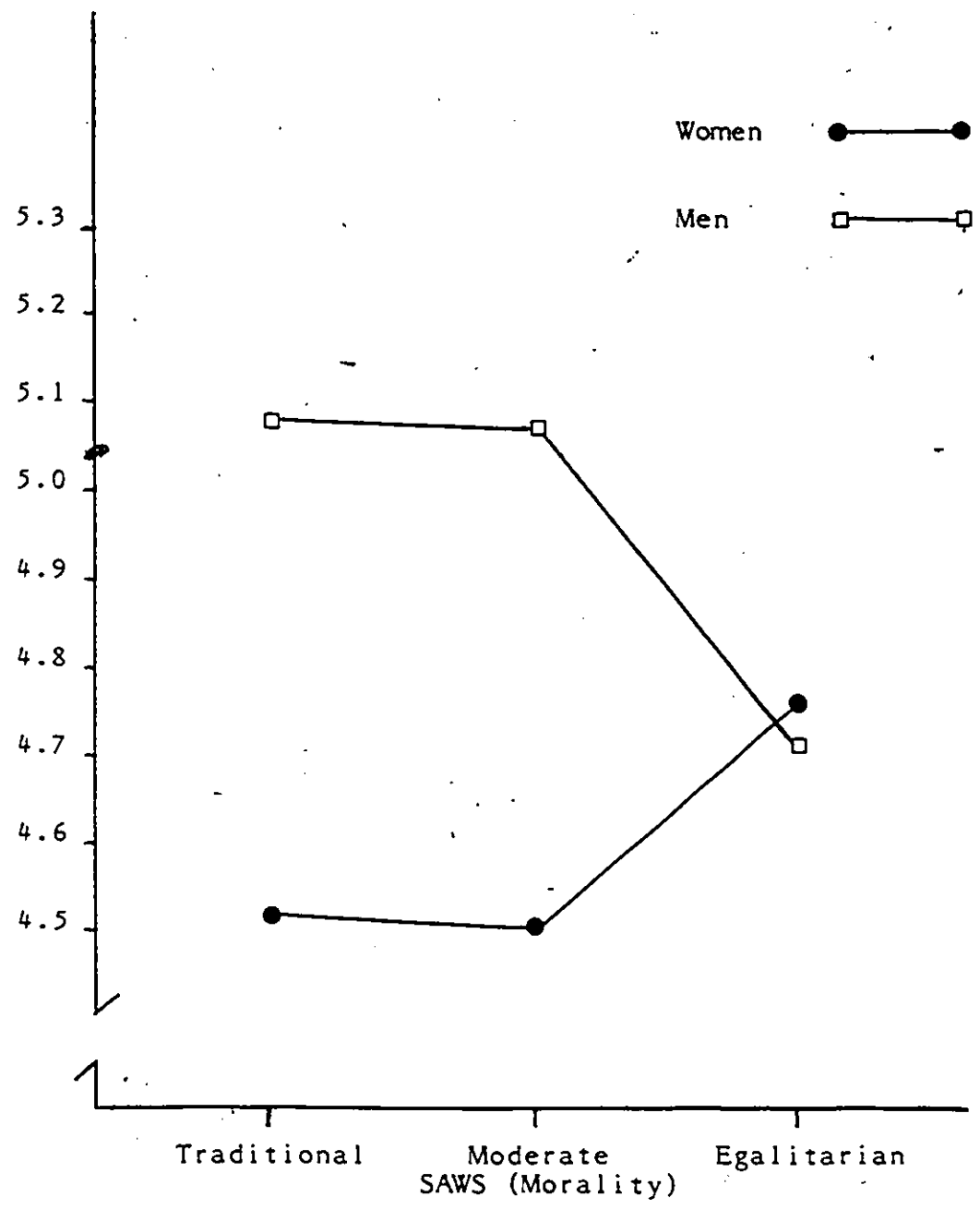


Figure 2. Evaluation of men and women subordinates on the performance requirement, Support of Subordinates, by supervisors categorized into three groups according to the Morality dimension of the SAWS.

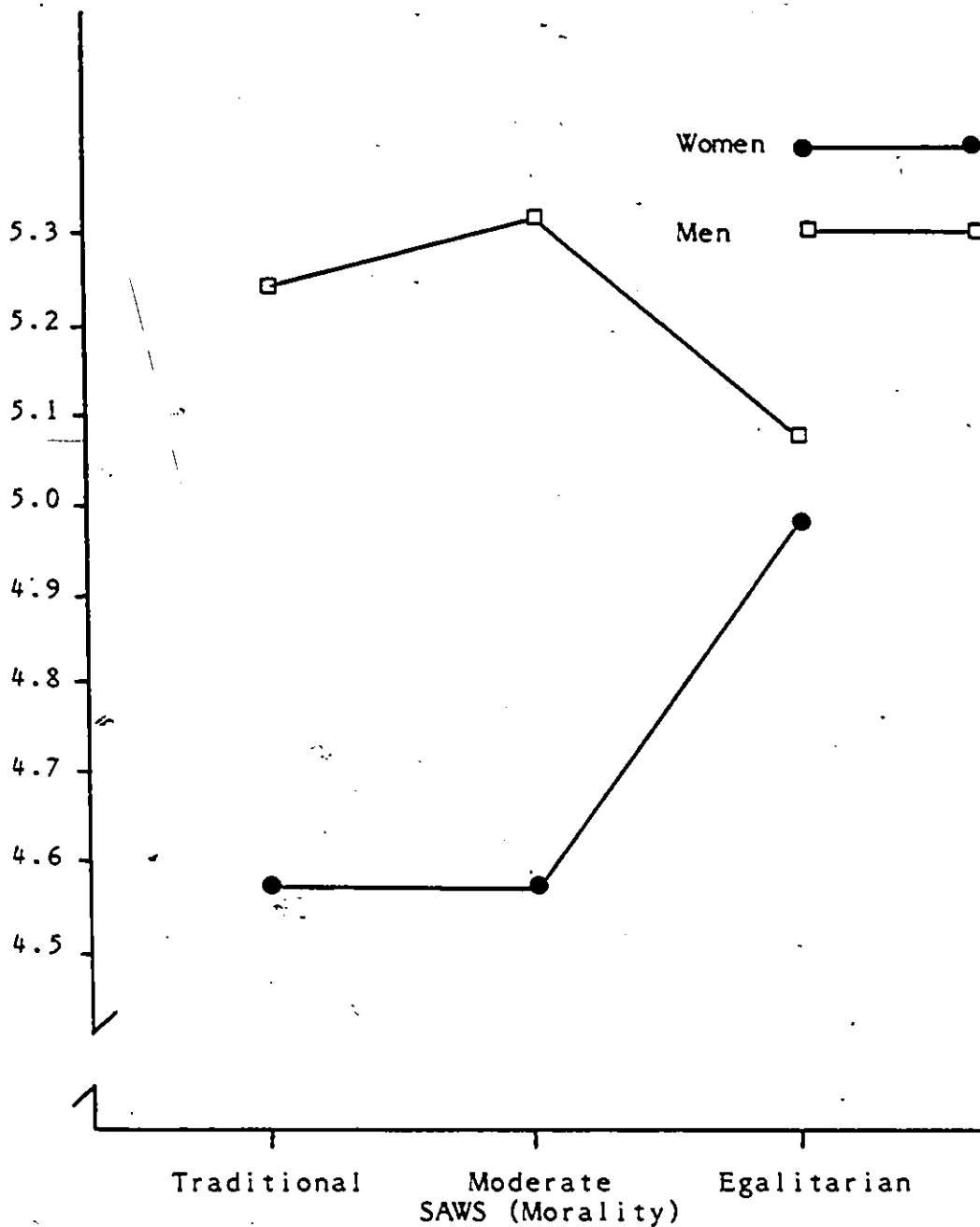


Figure 3. Evaluation of men and women subordinates on the performance requirement, Command & Self-Assertion, by supervisors categorized into three groups according to the Morality dimension of the SAWS.

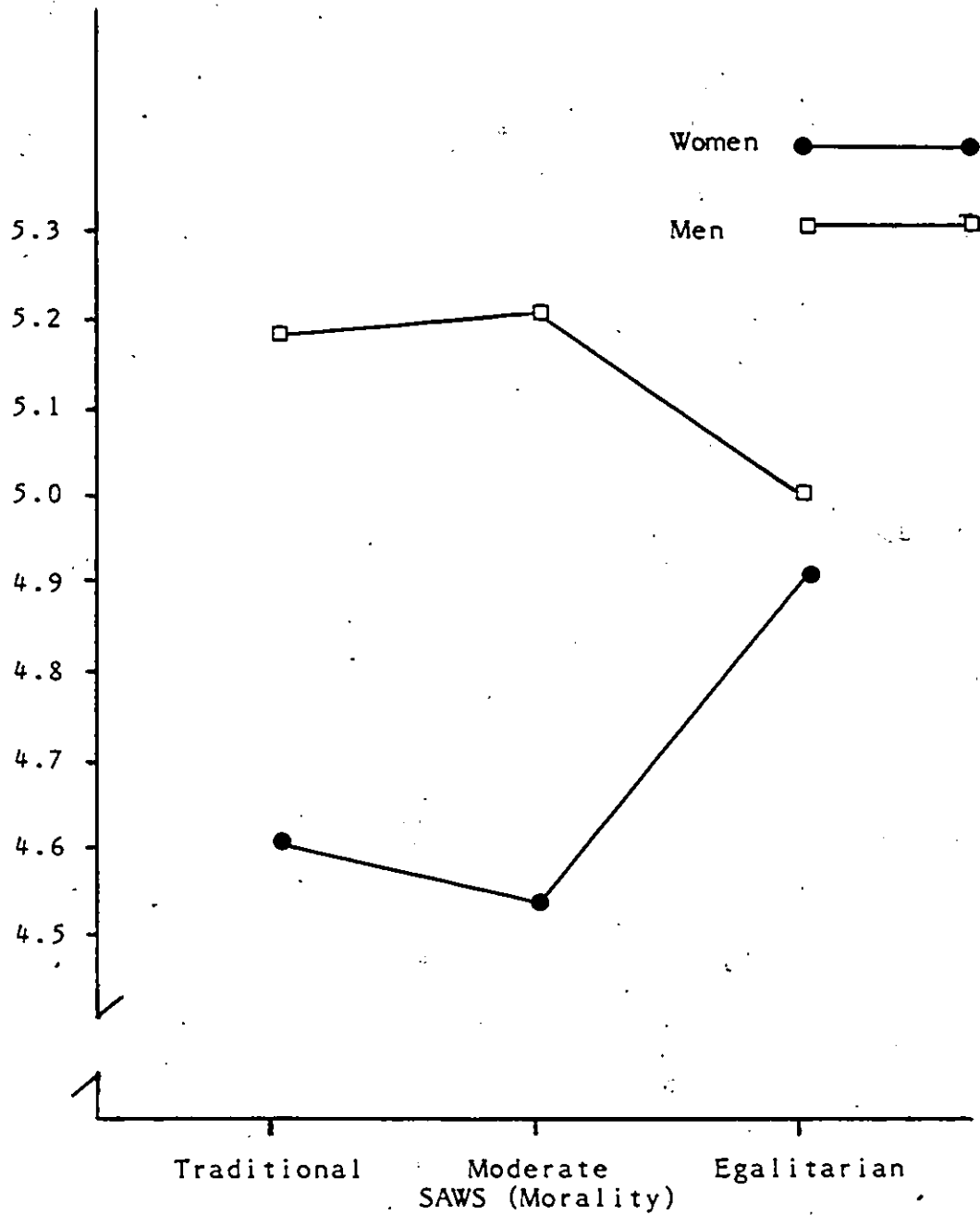


Figure 4. Evaluation of men and women subordinates on the performance requirement, Supervision, by supervisors categorized into three groups according to the Morality dimension of the SAWS.

main effects were found using the supervisors' categories on the three Attitudes Toward Women Scale dimensions described above (pp. 70-71). Significant multivariate sex differences were found, however, for the performance requirement subsets representing the Individual Effectiveness ( $F(11, 443) = 2.02, p < .05$ ) and the Influencing ( $F(6, 234) = 3.00, p < .01$ ) dimensions of the PER.

At the univariate level, for the Individual Effectiveness dimension of the PER, women were rated significantly lower than men on Planning, Performance Under Stress/Pressure, Ability to Apply His/Her Knowledge, Adaptability, Initiative and Responsibility. Table 23 summarizes these results. For the Influencing dimension of the PER, women were rated significantly lower than men on Delegation, Briefing Others, Ensuring Understanding of Assignments, Command and Self-Assertion, Support of Subordinates and Supervision. Table 24 summarizes the results. The sex differences obtained on the latter three performance requirements must, however, be interpreted within the context of the significant SEX by linear SAWS (Morality) interaction described above (p. 85) for each.

Thus, women were rated significantly lower than the men by their supervisors on twelve of the seventeen performance requirements. On no performance requirement were the women rated significantly higher than the men. In addition, there were no significant trends in rating across Traditional, Mod-

Table 23

Significant Sex Differences for the PER Dimension  
Individual Effectiveness

Performance Requirement	Women		Men		F <sup>a</sup>	Sign.
	Mean	S.D.	Mean	S.D.		
Planning	4.73	1.19	5.01	1.07	6.65	p < .01
Performance Under Stress/Pressure	4.53	1.19	4.81	1.14	7.38	p < .01
Ability to Apply His/Her Knowledge	5.04	1.11	5.26	1.12	4.10	p < .05
Adaptability	4.83	1.06	5.10	1.09	6.40	p < .05
Initiative	5.06	1.12	5.32	1.18	5.55	p < .05
Responsibility	5.00	1.01	5.26	1.17	5.99	p < .05

a. df = 1,453.

Table 24

Significant Sex Differences for the  
PER Dimension Influencing

Performance Requirement	Women		Men		F <sup>a</sup>	Sign.
	Mean	S.D.	Mean	S.D.		
Delegation	4.50	1.04	4.81	0.98	4.83	p<.05
Briefing Others	4.79	1.01	5.06	1.03	4.35	p<.05
Ensuring understanding of Assignments	4.67	0.93	5.03	0.99	8.24	p<.01
Command & Self-Assertion	4.70	1.04	5.20	1.02	14.30	p<.001
Support of Subordinates	4.59	0.97	4.95	0.94	8.35	p<.01
Supervision	4.68	1.05	5.13	1.03	11.41	p<.001

a. df = 1,239

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erate and Egalitarian supervisors for any of the three supervisors' Attitudes Toward Women Scale dimensions.

#### Tests of Hypotheses 4, 5 and 6 and Related Analyses

The dependent measures in these analyses were responses to the subsets of items from the Supervisors' and Subordinates' Expectancy Questionnaire shown in Tables 19 and 20 respectively. As with the PER analyses the subsets of items were analyzed using the supervisors' categories (Traditional, Moderate, Egalitarian) on each of the supervisors' Attitudes Toward Women Scale (SAWS) dimensions described previously (pp. 70-71). Thus, there were three MANOVAs performed for each of the subsets of items from the supervisors' and subordinates' questionnaires related to testing hypotheses 4, 5 and 6. See Tables 19 and 20.<sup>1</sup>

Tests of Hypotheses 4, 5 and 6. For hypothesis 4 the variables requiring measurement were the supervisors' "expectancies for the performance and work motivation" of their subordinates. There were three subsets of items from the Supervisors' Expectancy Questionnaire which defined these variables (Table 19). The first set (Group 1) contained

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1. Similar analyses were performed for the rest of the groups of items from the Supervisors' and Subordinates' Expectancy Questionnaires, but have not been reported here because they are not directly related to testing the hypotheses. These results can be made available upon request.

eighteen items related mostly to the supervisor's expectancies for the subordinate's future performance in the Canadian Forces, and the types of work the supervisor would be prepared to allow the subordinate to do. Collectively these items seem to measure the supervisor's confidence in the subordinate's work capabilities and fall into the category of measuring the supervisor's "expectancies for the performance" of the subordinate, as well as the supervisor's appreciation of the "work motivation" of the subordinate to do well at the task at hand (item 19). The second set (Group 2, Table 19) contained three items measuring the supervisor's willingness to place the subordinate in "Dangerous", "Physically Difficult" and "Combat" positions, and as such measured the supervisor's "expectancies for the performance" of the subordinate in this distinctly military commitment. The third set of items (Group 3, Table 19) included two questions assessing the supervisor's judgement about the commitment of the subordinate to a career in the Canadian Forces and measured this aspect of the subordinate's "work motivation".

A significant multivariate SEX by linear SAWS interaction was found for the first set of items described above related to testing hypothesis 4 when the supervisors' factor scores on the Equality of Opportunity and Division of Labour dimension of the Attitudes Toward Women Scale were used to define the supervisors' categories of Traditional, Moderate and Egalitarian ( $F(18, 304) = 1.81, p < .05$ ). At the univariate

level, significant results were obtained for three of the eighteen items, the job descriptors High Profile, Technical and Vital as responses to the question "I would be prepared to place this individual in positions that could be described as ". The response options varied from (1) Definitely Yes to (5) Definitely No. For all three job descriptors hypotheses 4, 4(a) and 4(c) were supported (Table 8) - that is, Traditional supervisors were significantly less willing to place their women subordinates in these types of jobs than were Egalitarian supervisors of women (Hypothesis 4), there were no significant differences between Traditional supervisors of men and Egalitarian supervisors of men in willingness to place their subordinates in these types of positions (Hypothesis 4(a)), and there were no significant differences between Egalitarian supervisors of men and Egalitarian supervisors of women (Hypothesis 4(c)). Only in the case of the job descriptor Technical, however, was hypothesis 4(b) supported - that is, only for this descriptor were Traditional supervisors found to be significantly less willing to place their women subordinates in this type of position than Traditional supervisors of men. Table 25 summarizes the results for these three items, Table 26 gives the means and standard deviations, and Figures 5, 6 and 7 depict the relationships.

There were no significant multivariate SEX by linear SAWS interactions for the second and third groups of items (Groups 2 & 3, Table 19) related to testing hypothesis 4.

Table 25

Tests of Comparisons 1 to 4 for Traditional, Moderate and Egalitarian<sup>a</sup> Supervisors' Willingness to Place Men and Women Subordinates in High Profile, Vital and Technical Positions

Comparison Number	Type of Position	Dunn's Multiple Comparison Procedure <sup>b</sup>	
		minimum critical difference	level of sign.
1	High Profile	.501	$p < .05$
	Vital	.561	$p < .01$
	Technical	.543	$p < .01$
2	High Profile	.520	n.s. <sup>c</sup>
	Vital	.483	n.s.
	Technical	.467	n.s.
3	High Profile	.535	n.s.
	Vital	.497	n.s.
	Technical	.438	$p < .01$
4	High Profile	.524	n.s.
	Vital	.356	n.s.
	Technical	.471	n.s.

a. Traditional, Moderate, and Egalitarian as defined by supervisors' factor scores on the Equality of Opportunity and Division of Labour (EODL) dimension of the AWS.

b. degrees of freedom = 321  
number of planned comparisons = 4

c. n.s. = not significant

Table 26

Traditional, Moderate And Egalitarian<sup>a</sup> Supervisors  
Preparedness to Place Men and Women in High  
Profile, Vital and Technical Positions

Type of Position	SAWS (EODL)	Women		Men	
		Mean	S.D.	Mean	S.D.
High Profile	Traditional	2.64	1.05	2.41	1.00
	Moderate	2.30	1.16	2.30	1.07
	Egalitarian	2.14	1.04	2.55	1.24
Vital	Traditional	2.64	1.08	2.26	1.02
	Moderate	2.16	1.08	2.09	0.97
	Egalitarian	2.03	0.98	2.12	0.96
Technical	Traditional	3.16	0.93	2.54	0.94
	Moderate	2.84	1.03	2.36	0.92
	Egalitarian	2.34	1.06	2.59	1.00

- a. Traditional, Moderate and Egalitarian as defined by supervisors' factor scores on the Equality of Opportunity and Division of Labour (EODL) dimension of the AWS.
- b. Response options - (1) Definitely Yes (2) Yes (3) Don't Know (4) No (5) Definitely No.

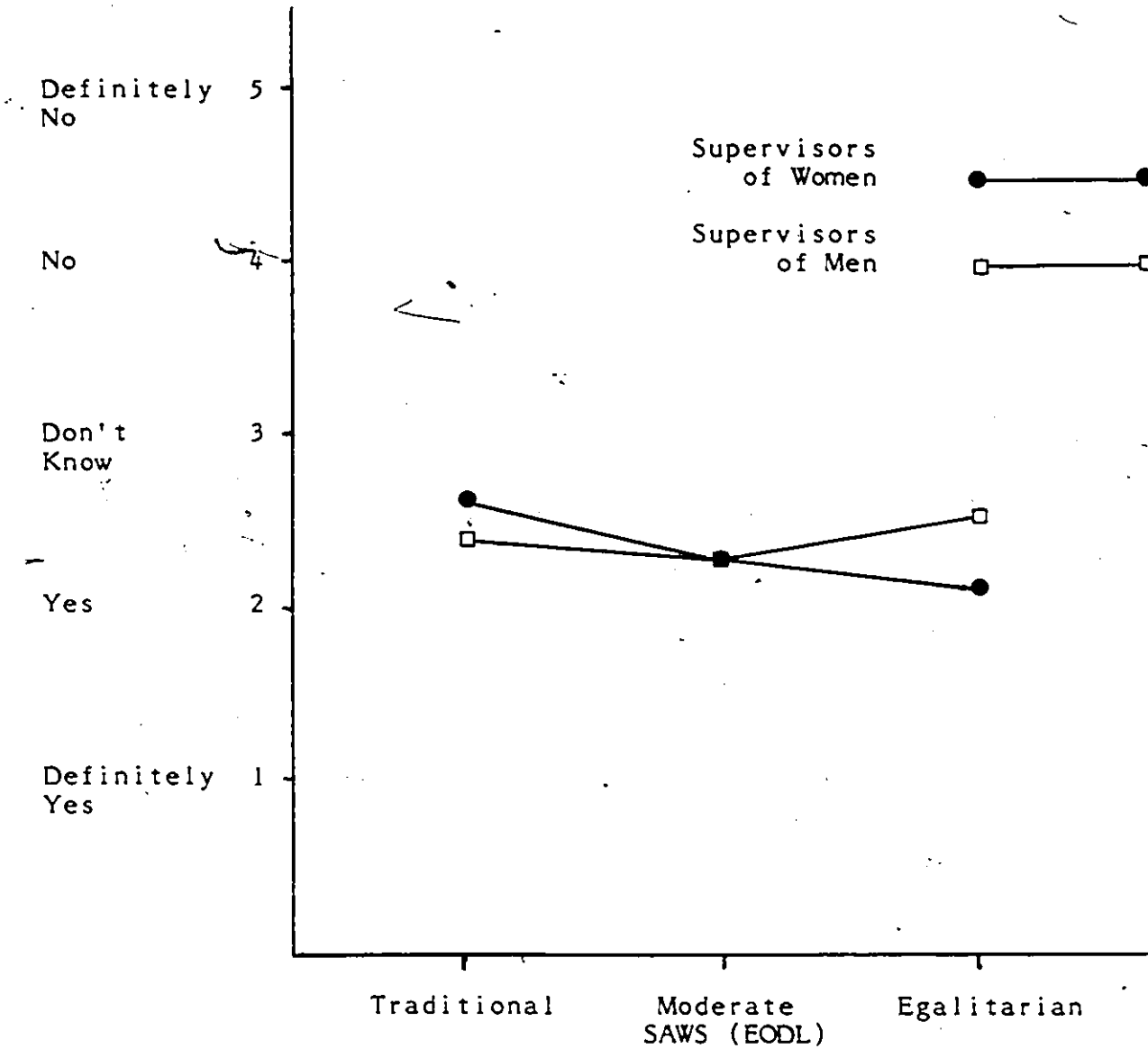


Figure 5. Supervisors' responses to the question "I would be prepared to place this individual in positions that could be described as High Profile " according to the Equality of Opportunity & Division of Labour dimension of the SAWS.

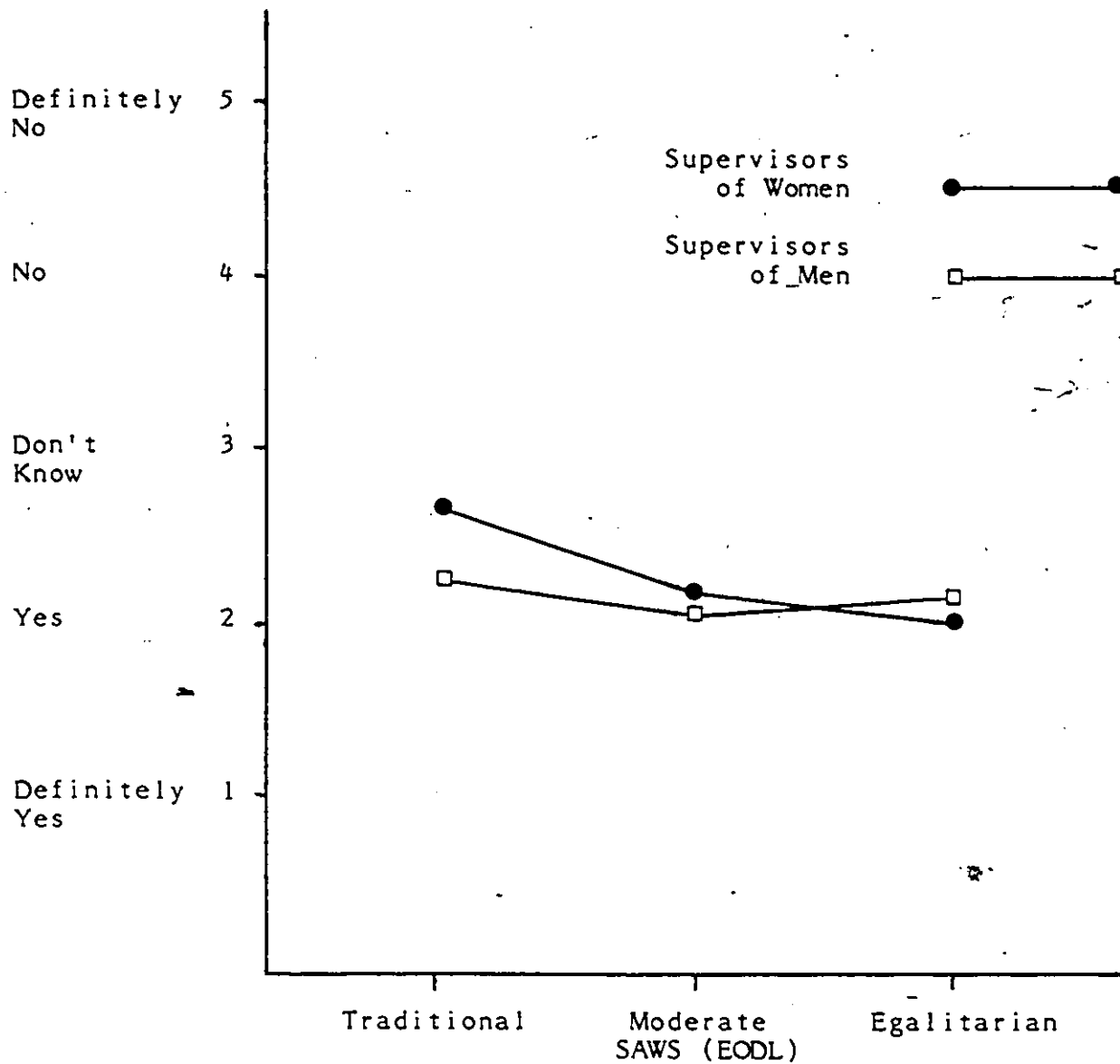


Figure 6. Supervisors' responses to the question "I would be prepared to place this individual in positions that could be described as Vital" according to the Equality of Opportunity & Division of Labour dimension of the SAWS.

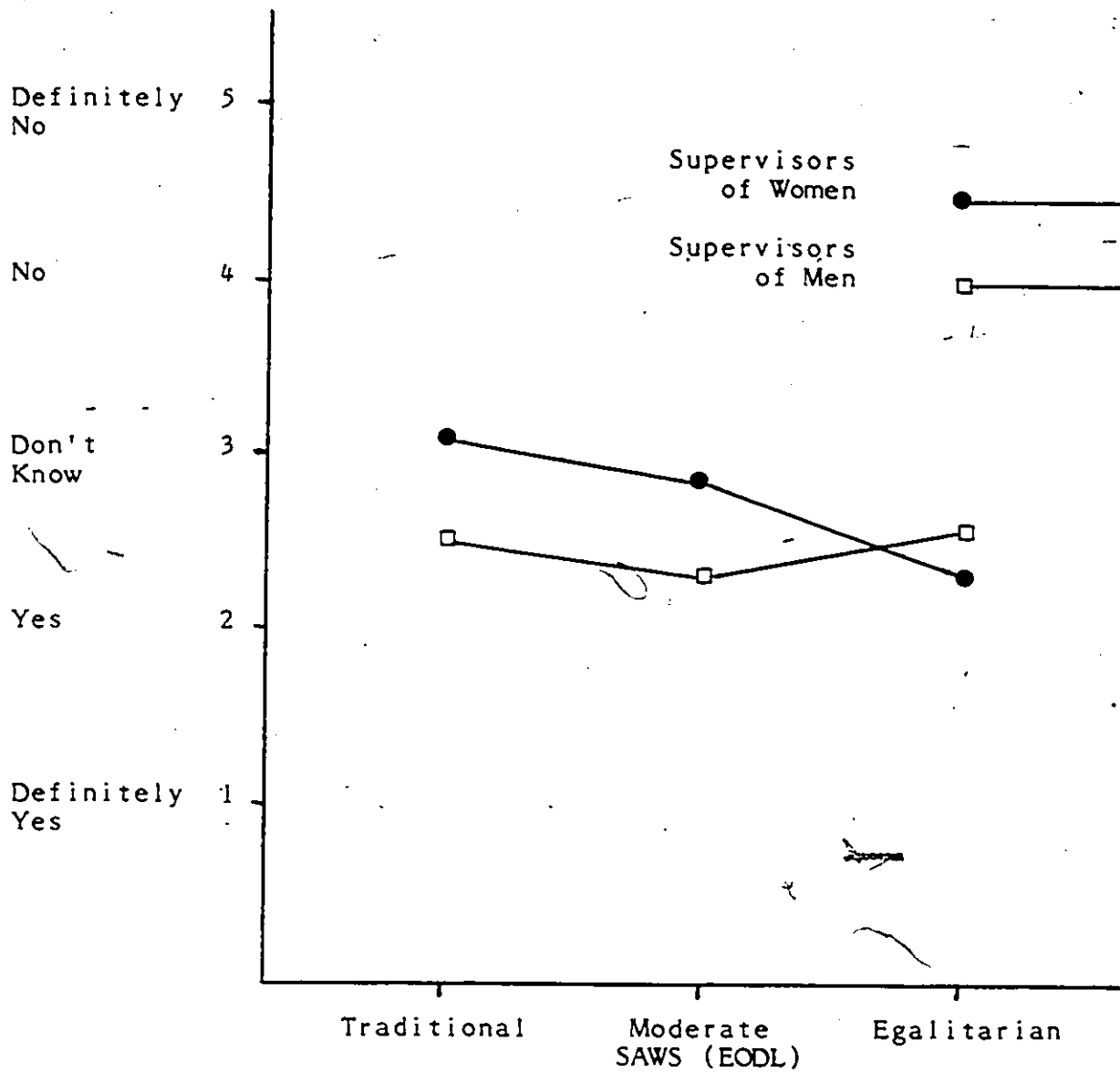


Figure 7. Supervisors' responses to the question "I would be prepared to place this individual in positions that could be described as Technical" according to the Equality of Opportunity & Division of Labour dimension of the SAWS.

Thus, partial support was obtained for hypothesis 4, insofar as the supervisors' willingness to place their subordinates in High Profile, Vital and Technical positions was concerned, when the supervisors' factor scores on the Equality of Opportunity and Division of Labour dimension of the AWS were used to define the independent variable SAWS.

For hypothesis 5 the variables requiring measurement were the supervisors' reports of the degree of "encouragement and reward of good performance" and "leniency towards poor performance". Two groups of items from the Supervisors' Expectancy Questionnaire were used as dependent variables in testing this hypothesis (Groups 4 & 5, Table 19). In neither case were there any significant SEX by linear SAWS multivariate interactions as required by hypothesis 5. A cross check on these results was made by analyzing some of the similar items on the subordinates' questionnaire (Group 5, Table 20). No significant multivariate SEX by linear SAWS interactions were found using the subordinates' responses to these questions as dependent measures in the analyses. Thus, there was no support for hypothesis 5, from either the supervisors or the subordinates questionnaires.

For hypothesis 6 two sets of questions from the Subordinates' Expectancy Questionnaire were used to examine the subordinates' "expectancies for their own performance potential and work motivation" (Groups 3 & 4, Table 20). There were no significant multivariate SEX by linear SAWS interactions

in either of these groups. Thus, no support was obtained for hypothesis 6 based on reports from the Subordinates' Expectancy Questionnaire.

To summarize, partial support was obtained for hypothesis 4 - that is, "supervisors who adhere to traditional attitudes towards the role of women in society will have lower expectancies for the performance and work motivation of the specific women under their employ than will the supervisors who hold less traditional views". Confirmation of hypothesis 4 was obtained for only three items, assessing the supervisors' confidence in placing the subordinate in High Profile, Vital and Technical positions. Traditional supervisors, as defined by the Equality of Opportunity and Division of Labour dimension of the AWS did have lower expectancies of their female subordinates in these types of positions than did the Egalitarian supervisors. No support was obtained for hypothesis 5, that "supervisors who hold more traditional views about the roles of women in society will report less encouragement and reward of good performance and more leniency towards poor performance of the specific female subordinates under their employ than supervisors who hold less traditional views". Finally, no support was obtained for hypothesis 6, that "women who work for supervisors who hold more traditional views about the role of women in society will have lower expectancies for their own performance potential and work motivation, than will women who work for supervisors holding less traditional views".

Main Effects for Items Related to Testing Hypotheses 4,

5 and 6. There were significant multivariate sex differences for all three groups of items from the supervisors' questionnaire designed to test hypothesis 4 (Group 1, Table 19 -  $F(18, 307) = 2.31, p < .01$ . Group 2, Table 19 -  $F(3, 324) = 32.48, p < .001$ . Group 3, Table 19 -  $F(2, 326) = 16.74, p < .001$ ). At the univariate level, the supervisors of women were significantly less willing to place their female subordinates in Stressful, Technical, Dangerous, Physically Difficult, and Combat positions than were supervisors of men. Similarly, supervisors of women judged the likelihood of their female subordinates making a career of the Canadian Forces and remaining in the service until retirement age at a significantly lower level than did the supervisors of men. These results are summarized in Table 27. Thus, insofar as these particular items were concerned supervisors of women had significantly lower "expectancies for the performance and work motivation" of their subordinates than did the supervisors of men.

There were significant multivariate linear trends across the Traditional, Moderate and Egalitarian supervisors for the first and second groups of items related to testing hypothesis 4, when the Equality of Opportunity and Division of

Table 27

Significant Differences in Responses of Men's and Women's Supervisors to Items Related to Testing Hypothesis 4

Item	Women		Men		F (df)	Sign.
	Mean	S.D.	Mean	S.D.		
29. Stressful <sup>a</sup>	2.49	1.14	2.24	1.00	4.01 (1,324)	p < .05
35. Technical <sup>a</sup>	2.79	1.03	2.47	0.96	7.08 (1,324)	p < .01
30. Dangerous <sup>a</sup>	3.22	1.01	2.66	1.02	23.32 (1,324)	p < .001
32. Physically <sup>a</sup> Difficult	3.03	1.12	2.25	0.98	42.24 (1,324)	p < .001
33. Combat <sup>a</sup>	3.69	1.11	2.51	1.06	96.36 (1,324)	p < .001
16. Likelihood <sup>b</sup> of subordin- ate making a career of service.	2.77	1.04	2.15	1.02	29.76 (1,327)	p < .001

a. Question - I would be prepared to place this individual in positions that could be described as:

Response - (1) Definitely Yes (2) Yes (3) Don't Know (4) No  
Options (5) Definitely No

b. Question - The likelihood of this individual making a career of the Canadian Forces and remaining in the service until retirement age is:

Response - (1) Extremely high (2) High (3) No different from  
Options most (4) Low (5) Extremely low.

Labour dimension of the AWS was used to define the supervisors' attitudes toward women (Group 1, Table 19 -  $F(18, 304) = 1.68, p < .05$ . Group 2, Table 19 -  $F(3, 321) = 5.19, p < .01$ ). At the univariate level, moving from the Traditional, to Moderate, to Egalitarian supervisors, there was increasing willingness to place the subordinates in Dangerous, Physically Difficult, Combat, Stressful, Vital and Technical positions. Table 28 summarizes these results. As with the significant main effects for SEX for the item Technical described above, the significant linear SAWS trends for Vital and Technical must be interpreted within the context of the SEX by linear SAWS interaction found for both. In both cases, the results are due to the linear trend in the responses of the supervisors of women across the supervisors' categories on the Equality of Opportunity and Division of Labour dimension of SAWS (See Figures 6 & 7). It will be recalled that supervisors of women were less willing to place their subordinates in these types of positions than were Egalitarian supervisors of women. There were, however, no similar differences between the Traditional supervisors of men and Egalitarian supervisors of men. Thus, for the main effect related to the Equality of Opportunity and Division of Labour dimension of the supervisors' attitudes toward women, there was a linear increase in the supervisors' "expectancies for the performance" of the subordinates in Dangerous, Physically Difficult, Combat and Stressful positions from the Traditional, to

Table 28

Significant Linear Trends in Supervisors' Responses to Items Related to Testing Hypothesis 4 across Traditional, Moderate and Egalitarian Supervisors

Item	SAWS (EODL)				F (df)	Sign.		
	Traditional Mean	Traditional S.D.	Moderate Mean	Moderate S.D.			Egalitarian Mean	Egalitarian S.D.
30. Dangerous <sup>b</sup>	3.25	1.00	2.97	0.98	2.70	1.03	15.31 (1,323)	p < .001
32. Physically Difficult <sup>b</sup>	2.90	1.11	2.62	1.04	2.49	1.03	7.53 (1,323)	p < .01
33. Combat <sup>b</sup>	3.34	1.01	3.15	1.04	2.96	1.17	5.43 (1,323)	p < .05
29. Stressful <sup>b</sup>	2.53	1.06	2.13	1.03	2.07	0.97	4.38 (1,321)	p < .05
31. Vital <sup>b</sup>	2.48	1.06	2.13	1.03	2.07	0.97	8.32 (1,321)	p < .01
35. Technical <sup>b</sup>	2.90	0.94	2.61	1.02	2.45	1.03	10.47 (1,321)	p < .001

a. Traditional, Moderate and Egalitarian as defined by supervisors' factor scores on the Equality of Opportunity and Division of Labour (EODL) dimension of AWS.

b. Question - I would be prepared to place this individual in positions that could be described as:

Response - (1) Definitely Yes (2) Yes (3) Don't Know (4) No (5) Definitely No Options

Moderate, to Egalitarian supervisors.

In neither of the sets of items (Groups 4 & 5, Table 19) from the Supervisors' Expectancy Questionnaire designed to test hypothesis 5, were there significant multivariate SEX differences. A significant multivariate linear trend was found, however, for the second group of items across supervisors' categories on the Courtship and Marriage dimension of AWS (Group 4, Table 19 -  $F(2, 323) = 3.78, p < .05$ ). At the univariate level, there was a significant linear increase in the supervisors' indications that they would recommend strongly that the subordinate be promoted if he/she were performing in an outstanding manner, across the Traditional, to Moderate and Egalitarian supervisors. Similarly, there was a significant increase in the likelihood that the supervisor would recommend a large salary increase, if it were within the supervisor's power, and if the subordinate were performing in an outstanding manner, across the Traditional, to Moderate and Egalitarian supervisors. Table 29 summarizes these results. There were no significant multivariate main effects for Group 5 items (Table 20) from the Subordinates' Expectancy Questionnaire used as a cross check against supervisors' responses to questions designed to test hypothesis 5.

There were significant multivariate SEX differences for both of the sets of items from the Subordinates' Expectancy Questionnaire (Groups 3 & 4, Table 20) designed to test hypothesis 6 - that is, the subordinates' "expectancies for their

Table 29

Significant Linear Trends in Traditional, Moderate and Egalitarian<sup>a</sup> Supervisors' Responses to Items Related to Testing Hypothesis 5

Item	SAWS (Courtship & Marriage)				E (df)	Sign.		
	Traditional Mean	Traditional S.D.	Moderate Mean	Moderate S.D.			Egalitarian Mean	Egalitarian S.D.
21. If Subordinate <sup>b</sup> showing outstanding performance, recommend promotion?	1.42	0.52	1.33	0.47	1.28	0.55	3.92 (1,324)	p<.05
22. If Subordinate <sup>c</sup> showing outstanding performance, recommend salary increase?	2.93	0.87	2.64	0.64	2.67	0.83	5.47 (1,324)	p<.05

a. Traditional, Moderate and Egalitarian as defined by the supervisors' factor scores on the Courtship and Marriage dimension of the AWS.

b. Response - (1) recommend strongly that he/she be promoted (2) recommend that he/she be promoted (3) not likely recommend that he/she be promoted (4) not recommend that he/she be promoted.

c. Response - (1) a very large salary increase (2) a large salary increase (3) a moderate salary increase (4) a slight salary increase (5) no salary increase.

own performance potential and work motivation" (Group 3 -  $F(3, 325) = 6.77, p < .001$ . Group 4 -  $F(5, 322) = 5.66, p < .001$ ). At the univariate level, women were less likely than the men to indicate that their probability of making a career of the Canadian Forces and remaining in the service until retirement age was extremely high. Similarly, compared with the men subordinates, women judged their potential to function at advanced ranks at a lower level, were less likely to indicate that their ability to take on increased responsibility in the Canadian Forces was high, and were less likely to indicate that they had the potential to carry out all of the difficult tasks required in their trades (items 1, 4 and 5). The results are summarized in Table 30. A review of this table, however, reveals that while the results for men and women are statistically different, in an absolute sense the women's expectancies for themselves were not that much lower than the men's, and both perceived themselves as capable of achieving in the Canadian Forces.

When the Courtship and Marriage dimension of the supervisors' attitudes toward women (SAWS) was used, there was a significant quadratic trend in the subordinates' responses to the second group of items assessing their "expectancies for their own performance potential", across those working for Traditional, Moderate and Egalitarian supervisors (Group 4, Table 20 -  $F(5, 319) = 2.34, p < .05$ ). At the univariate level, significant quadratic trends were found for items 3

Table 30

Significant Differences in Responses of Men and Women  
Subordinates to Items Related to Testing Hypothesis 6

Item	Women		Men		F (df)	Sign.
	Mean	S.D.	Mean	S.D.		
16. Likelihood <sup>a</sup> of me mak- ing a Car- eer of the service	2.12	1.27	1.74	1.03	8.04 (1,327)	p<.01
1. Potential <sup>b</sup> to func- tion at advanced ranks	3.34	0.89	3.79	0.87	23.92 (1,326)	p<.001
4. Ability <sup>c</sup> to take on more respon- sibility	2.16	0.68	1.95	0.60	8.53 (1,326)	p<.01
5. Potential <sup>d</sup> carry out difficult tasks of trade	1.61	0.40	1.46	0.56	5.71 (1,326)	p<.05

a. Response - (1) extremely high (2) high (3) no different  
Options from most (4) low (5) extremely low.

b. Response - (1) only at a level below my current rank (2) only  
Options at my current rank (3) one level above my current  
rank (4) two levels above my current rank (5) three  
or more levels above my current rank.

c. Response - (1) extremely high (2) high (3) average (4) low  
Options (5) extremely low.

d. Response - (1) all of the difficult tasks in my trade (2) most  
Options of the difficult tasks in my trade (3) some of the  
difficult tasks in my trade (4) few of the difficult  
tasks in my trade. (5) very few of the difficult  
tasks in my trade

and 5. This indicates that the subordinates of Moderate supervisors, as defined by the Courtship and Marriage dimensions of SAWS, were less likely to indicate that their leadership potential compared with their peers is high, in contrast to the combined group of subordinates who worked for Egalitarian and Traditional supervisors. On the other hand, the subordinates working for Moderate supervisors were more likely to indicate that they can or have the potential to carry out all of the difficult tasks required in their trades, compared with the combined group of subordinates working for Traditional and Egalitarian supervisors. Table 31 summarizes these results.

To summarize, supervisors of women expressed less confidence in placing women in Stressful, Technical, Dangerous, Physically Difficult and Combat positions than did supervisors of men. Similarly, they indicated the likelihood of their female subordinates making a career of the Canadian Forces to be lower than did supervisors of men. Thus, insofar as these relationships are concerned the supervisors of women had significantly lower "expectancies for the performance and work motivation" of their subordinates than did the supervisors of men. The women themselves were less likely to indicate that their probability of making a career of the service was extremely high compared with the men; they judged their potential to function at advanced ranks at a lower level, were less likely to indicate that their ability to take on in-

Table 31

Significant Quadratic Trends in Subordinates' Responses to Items Related to Testing Hypothesis 6 across Those Who Work for Traditional, Moderate and Egalitarian Supervisors

Item	SAWS (Courtship & Marriage)						F (df)	Sign.
	Traditional		Moderate		Egalitarian			
	Mean	S.D.	Mean	S.D.	Mean	S.D.		
3. Leadership potential compared with peers	2.38	0.64	2.48	0.62	2.27	0.64	4.30 (1,323)	p < .05
5. Potential to carry out difficult tasks of trade	1.65	0.61	1.43	0.58	1.54	0.60	4.86 (1,323)	p < .05

a. Traditional, Moderate and Egalitarian as defined by the supervisors' factor scores on the Courtship and Marriage dimension of AWS.

b. Response - (1) extremely high (2) high (3) average (4) low (5) extremely low.

c. Response - (1) all of the difficult tasks in my trade (2) most of the difficult tasks in my trade (3) some of the difficult tasks in my trade (4) few of the difficult tasks in my trade (5) very few of the difficult tasks in my trade.

creased responsibility was high, and were less likely to state that they had the potential to carry out all of the difficult tasks required in their trades. Thus, from all these points of view, women had lower "expectancies for their own performance potential and work motivation" than did the men, although a review of Table 30 shows that they did not indicate low expectancies for themselves in an absolute sense.

Results show also that there was a linear increase in willingness to place subordinates in Dangerous, Physically Difficult, Combat and Stressful positions across the Traditional, to Moderate, to Egalitarian supervisors as defined by the Equality of Opportunity and Division of Labour dimension of the SAWS. In addition, there was a linear increase in the supervisors' indications of the degree to which they would recognize outstanding performance on the part of the subordinate in terms of recognition for promotion or a salary increase, across the Traditional, to Moderate, to Egalitarian supervisors as defined by the Courtship and Marriage dimension of the SAWS. Thus, there seems to be a relationship between the degree of traditionalism expressed about women's roles in society on the part of supervisors, and their willingness to give material recognition for good performance, and place the subordinate in physically difficult, combat-related and stressful positions.

Finally, there were somewhat more difficult to explain

quadratic trends in responses across the subordinates who work for Traditional, Moderate and Egalitarian supervisors, as defined by the Courship and Marriage dimension of the AWS. On the one hand, subordinates who work for Moderate supervisors were less likely to indicate that their leadership potential was high; on the other hand, they were more likely to indicate that they were able to carry out all of the difficult tasks of their trade.

## CHAPTER IV

### Discussion

#### The Hypotheses

The purposes of this study were to determine: (a) whether the degree to which evaluators adhere to traditional views about the rights and roles of women in society is related to the performance evaluations given to women relative to men; and, (b) if so, what dynamics underlie the differential evaluation of men and women.

A model of self-fulfilling prophecy was proposed to account for the differences in the evaluation of men and women, particularly in occupations or professions not traditionally or conventionally associated with women, such as the military. Within the context of this model it was proposed that supervisors with more traditional views about the rights and roles of women in society, would have lower expectancies for the performance and work motivation of females in the military, since this is a profession not conventionally associated with women. In particular, supervisors with traditional views would have lower expectancies for the performance of the specific women under their employ. In addition, it was predicted that supervisors who have lower expectancies for women would reinforce the behaviour of their female subordinates and set up the work environment so that the women's performance would be in keeping with their supervisors' expectancies. Because of these reinforcement and

environmental contingencies, not only would the behaviour of the women on the job be modified to conform to the expectancies of their supervisors, but also the women's expectancies for their own performance potential.

The first three hypotheses pertained to the degree to which evaluators adhered to traditional views about women in relation to the performance evaluations they give their male and female subordinates. It was proposed that supervisors with more traditional views about women's rights and roles would give lower evaluations to their female subordinates than traditional supervisors evaluating male subordinates (Hypothesis 1). It was also proposed that traditional supervisors would give lower appraisals to their female subordinates than more egalitarian supervisors would give to theirs (Hypothesis 3). Finally, it was predicted that there would be no difference in the performance evaluations of men and women when rated by supervisors who express more egalitarian views (Hypothesis 2).

These hypotheses demanded a linear interaction between the two independent variables, sex of subordinate, and supervisors' attitudes toward women, in the analyses of the performance evaluations. The seventeen performance scales on which the men and women are evaluated in the Canadian Forces were submitted as dependent measures to MANOVAs in three subsets, as determined through largest factor loadings in a principal components analysis. The required interaction was

found only for the subset representing the influencing, leadership and interpersonal aspects of the Performance Evaluation Report (PER), when the Morality dimension of the Attitudes Toward Women scale (AWS) was used to define supervisors' attitudes toward women.

In terms of the specific hypotheses, the results of the analyses were consistent with hypotheses 1 and 2, but not with hypothesis 3, for three of the six performance requirements concerned with leadership and influencing others. These were Support of Subordinates, Command and Self-Assertion, and Supervision. More specifically, when the Morality factor scores were used to define the supervisors' attitudes toward women, supervisors of women who expressed more traditional views about the rights and roles of women, rated their female subordinates on these three performance requirements lower than did supervisors of men expressing similar attitudes, consistent with hypothesis 1; similarly, consistent with hypothesis 2, there were no differences between the ratings received by men and women on these three scales when they were evaluated by supervisors expressing more egalitarian views; but contrary to hypothesis 3, the women working for supervisors expressing traditional attitudes were not rated significantly lower on these three performance requirements than women working for supervisors expressing more egalitarian views.

Thus, with respect to the first purpose of this study,

to determine whether the degree to which evaluators adhere to traditional views about the rights and roles of women in society is related to the performance evaluations given to men and women, only partial support was found. Results were consistent with two of the three hypothesized relationships, for three of the seventeen performance scales, and this for only one of the three factor dimensions of the AWS (Morality) used to define the supervisors' attitudes toward women.

The conceptual linkage between the Morality dimension of the AWS and the leadership and influencing scales is not clear. Hopefully, future research will uncover a third dimension to which both are related. On speculation, it seems that of the three dimensions the Morality component perhaps is the most emotionally laden, and least associated with the economic and marital division of responsibility between the sexes. It is also probably most associated with social convention and least grounded in logic. Perhaps the leadership and influencing scales have this same emotional component. It is possible that among the more traditional supervisors it is emotionally more difficult for them to conceive of women functioning successfully in supervisory, command and self-assertive, and subordinate support roles than is the case for the other performance scales. In other words, it may be the affective component of traditionalism which is the most difficult to overcome.

Despite the lack of a specific explanation for the

relationship between the supervisors' scores on the Morality dimension of the AWS and their ratings of their male and female subordinates, it was demonstrated that the more traditional supervisors did rate their female subordinates lower than did the traditional supervisors evaluating men. Moreover, this relationship was demonstrated with actual performance appraisals of men and women on the job, with supervisors who knew and had observed their subordinates performance for a minimum of three months. In addition, the relationship was demonstrated with three scales or attributes closely associated with managerial and leadership responsibilities, scales on the performance report least likely to be associated with the female stereotype (Broverman et al., 1972), and most likely to be given heavier weight by review boards when considering the subordinates for promotion to the next rank.

The last three hypotheses and related sub-hypotheses were designed to address the second purpose of this study, to examine the dynamics underlying the differences in the evaluation of men and women, within the context of the model of self-fulfilling prophecy summarized above. Only partial support was obtained for hypothesis 4 - that is, "supervisors who adhere to traditional attitudes towards the role of women in society will have lower expectancies for the performance and work motivation of the specific women under their employ than will the supervisors who hold less traditional views".

Confirmation of hypothesis 4 was obtained only for the items assessing the supervisors' confidence in placing the subordinate in High Profile, Vital and Technical positions. Traditional supervisors, as defined by the Equality of Opportunity and Division of Labour dimension of the AWS, did have lower expectancies of their female subordinates in these types of positions than did the more egalitarian supervisors. The support is said to be partial (a) because only one of the three subsets of items from the Supervisors' Expectancy Questionnaire related to testing hypothesis 4 achieved the required significant multivariate-linear interaction of sex of subordinate with supervisors' attitudes toward women, and (b) because the linear interaction expected for certain items was not found. These latter items included those related to the supervisors' expectancies for the advancement of the subordinate in terms of leadership and managerial responsibilities. Given the differences in the performance ratings of men and women in these areas by the more traditional supervisors, it is surprising that similar differences did not exist for the traditional supervisors' preparedness to place their male and female subordinates in these types of positions. Other items for which it was expected that the relationship predicted would have been found (hypothesis 4) were those related to the supervisors' willingness to place the subordinate in physically difficult, combat-related and dangerous jobs, employments which in Canadian society are not

associated with the roles and responsibilities of women, and over which there is political and popular controversy as to whether women should have equal access (Directorate of Personnel Development Studies, 1978; Simpson, 1980).

No support was obtained for hypothesis 5, that "supervisors who hold more traditional views about the roles of women in society will report less encouragement and reward of good performance and more leniency towards poor performance of the specific female subordinates under their employ than supervisors who hold less traditional views". Support for this hypothesis was not obtained from either the reports of the supervisors or the subordinates. It should be emphasized, however, definitive proof that this phenomenon does not occur has not been obtained, since what was measured were subjective reports, rather than direct observations of the behaviour of the supervisor toward the subordinate. In fact, there are a number of studies using a variety of direct observation techniques which demonstrate that individuals do act towards others in accordance with the expectancies they hold for those others (Meichenbaum et al., 1969; Snyder & Swann, 1978; Snyder et al., 1977; Word et al., 1974; Zanna & Pack, 1975). Since there is some evidence that traditional supervisors have different expectancies for the performance of their female subordinates than egalitarian supervisors have for theirs, there is reason to assume that there may be differences in the way in which they treat their subor-

dinates, despite the lack of evidence to this effect in the results of the surveys. It is possible that the differences may be too subtle to be ascertained through surveys; for instance, perhaps there are differences in the more subtle cues of human interaction such as body language, proximity etc., cues which have been found to differ with the perceivers' expectancies of the target in previous research (Word et al., 1974).

Finally, no support was obtained for hypothesis 6, that "women who work for supervisors who hold more traditional views about the role of women in society will have lower expectancies for their own performance potential and work motivation, than will women who work for supervisors holding less traditional views". Despite the research evidence which suggests that target individuals ascribe to themselves the very qualities the perceiver expects, and that these self-ascriptions are enduring across interactions with others or in different situations (Snyder & Swann, 1978; Comer & Laird, 1975), the influence of supervisors' expectancies on the self-perceptions of their subordinates would have had to have been very robust to have been observed in this research. The military is a very mobile organization, and typically members change jobs on the average every three years. The supervisor/subordinate pairs in this study were those which existed, at the time of the 1978/79 PER cycle. The surveys of expectancies were undertaken a year and few months after this

PER cycle; therefore, some of the supervisors and subordinates were no longer working together. For the relationship between supervisors' attitudes toward women and the women subordinates' expectancies for their own performance and work motivation hypothesized in hypothesis 6 to have existed would have meant, therefore; that the impact of supervisors' attitudes on their subordinates would have had to have been extremely robust.

In summary, despite the possible reasons as to why the predicted effects were not obtained, there is no reason to suspect, based on this research, that the process of self-fulfilling prophecy as proposed in the model (p. 40) operates in supervisor/subordinate relationships in the Canadian Forces to cause the differential evaluation of male and female subordinates. Although some support was obtained for hypothesis 4, with regard to the traditional supervisors having lower expectancies for their female subordinates than the more egalitarian supervisors have for theirs, no support was obtained for the position that supervisors act in a manner consistent with their expectancies - that is, that supervisors with lower expectancies, through the kinds of reinforcement and environmental contingencies they establish, cause women to perform less effectively, and have lower expectancies for their own potential to achieve.

#### Main Effect Related to Hypotheses

Significant Effects Related to Sex of Subordinate. One

thing that is apparent in the examination of the results related (a) to the performance evaluation of men and women, (b) the supervisors' expectancies for the performance of their subordinates, and (c) the expectancies that the subordinates hold for their own performance and commitment to a career in the Canadian Forces, is that there are many more significant sex of subordinate effects than can be accounted for by the supervisors' attitudes toward women.

There were significant multivariate sex differences for the subsets of performance requirements representing individual effectiveness, and also the subset representing leadership and the ability to influence others. At the univariate level, women were rated significantly lower than men on twelve of the seventeen performance requirements, and on no performance requirement were the women rated higher than the men.

Supervisors of women expressed less confidence in placing women in Stressful, Technical, Dangerous, Physically Difficult and Combat positions than did supervisors of men. Similarly, they indicated the likelihood of their female subordinates making a career of the Canadian Forces to be lower than did supervisors of men. Thus, insofar as these relationships are concerned the supervisors of women had significantly lower "expectancies for the performance and work motivation" of their subordinates than did the supervisors of men.

The women themselves were less likely to indicate that their probability of making a career of the service was extremely high compared with the men; they judged their potential to function at advanced ranks at a lower level, were less likely to indicate that their ability to take on increased responsibility was high, and were less likely to state that they had the potential to carry out all of the difficult tasks required in their trades. Thus, statistically from all of these points of view, women had lower "expectancies for their own performance potential and work motivation" than did the men, although it should be noted that in an absolute sense the women's expectancies were not that much lower than the men's, and both perceived themselves as capable of achieving in the Canadian Forces.

As indicated above, however, there were many more sex of subordinate differences in the data than could be accounted for by the supervisors' attitudes toward women as expressed on the short form of the AWS (Spence et al., 1973). One possible reason is that the AWS may not be particularly related to the more specific attitudes supervisors may hold about the roles and opportunities women should have in the military. It is possible that while a supervisor may express relatively egalitarian views about the rights and roles of women in society as a whole, he may have a more restrictive view of the roles and opportunities for advancement that women should have in the military. As a consequence, the pre-

dicted relationships between the supervisors' attitudes toward women as measured by the AWS, and the other variables of interest in this study would not be forthcoming.

Another possible explanation for there being more significant main effects related to the sex of the subordinate than can be accounted for by the supervisors' attitudes toward women, is that there may have been bias either in the selection of male and female subordinates, or in the selection of supervisors to properly represent the full range of attitudes. If there was a restriction in range of supervisors' attitudes sampled, the interaction of supervisors' attitudes with the sex of the subordinates being evaluated may not be apparent for all of the measures for which there were sex differences.

In a preliminary analysis of the PER data, sex differences were also examined for the population of women evaluated in the 1978/79 PER year, and a sample of men matched to this group of women by rank and trade. The sampling bias hypothesis receives some support from the fact that there were fewer and different sex differences found for this comparison than were found for the men and women sampled for the same PER year in this study. Tables 32, 33 and 34 show the sex differences found for both the former group and the group sampled for this study, for the Individual Effectiveness, Influencing and Professionalism dimensions of the PER respectively. For the former group significant multivariate

Table 32

Significant Sex Differences<sup>a</sup> for the PER Dimension  
 Individual Effectiveness for the Study Sample  
 and for the Population of Women  
 and a Matched Sample of Men

	Study Sample	Population of Women and Sample of Men
Multivariate $\underline{F}$	$\underline{F} (11, 443) = 2.02$ $p < .05$	$\underline{F} (9, 2394) = 2.79$ $p < .003$
Planning	M $p < .01$	M $p < .01$
Performance under Stress/Pressure	M $p < .01$	M $p < .01$
Cooperation		M $p < .01$
Knowledge of Job		M $p < .01$
Ability to Apply His/Her Knowledge	M $p < .05$	
Adaptability	M $p < .05$	M $p < .01$
Initiative	M $p < .05$	M $p < .01$
Responsibility	M $p < .05$	M $p < .01$
Learning from Experience		

a. W - Women rated significantly higher.  
 M - Men rated significantly higher.

Table 33

Significant Sex Differences<sup>a</sup> for the PER Dimension  
Influencing for the Study Sample and for  
the Population of Women and  
a Matched Sample of Men

	Study Sample	Population of Women and Sample of Men
Multivariate $\underline{F}$	$\underline{F} (6, 234) = 3.00$ $p < .01$	$\underline{F} (6, 1297) = 1.09$ $p < .365$
Delegation	M $p < .05$	
Command and Self- Assertion	M $p < .001$	
Support of Subordinates	M $p < .01$	
Briefing Others	M $p < .05$	
Supervision	M $p < .001$	
Ensuring Under- standing of Assignments	M $p < .01$	

a. W - Women rated significantly higher.  
M - Men rated significantly higher.

Table 34

Significant Sex Differences<sup>a</sup> for the PER Dimension  
Professionalism for the Study Sample  
and for the Population of Women  
and a Matched Sample of Men

	Study Sample	Population of Women and Sample of Men
Multivariate $\underline{F}$	$\underline{F} (2, 456) = 0.97$ $p < .379$	$\underline{F} (2, 2419) = 15.98$ $p < .001$
Appearance and Bearing		W $p < .001$
Conduct		

a. W - Women rated significantly higher.  
M - Men rated significantly higher.

sex differences were found for the Individual Effectiveness and Professionalism dimensions; for the sample used in this study there were multivariate sex differences for the Individual Effectiveness and Influencing dimensions. Thus, there were discrepancies between the groups at the multivariate level, and for the Individual Effectiveness dimension for which both groups had significant multivariate sex differences, there were discrepancies between the groups at the univariate level. Thus, the greater number of differences related to the sex of the subordinate than can be accounted for by the supervisors' attitudes toward women, may be due to some form of sampling bias in this study.

A third possible explanation is that there are real differences in the performance of men and women on the job as measured by the various scales of the PER, and that these differences are due to the tendency to socialize women towards a feminine ideal, an ideal which may be in conflict with the kinds of behaviour and performance required to succeed in the military. The supervisors' expectancies for the performance and work motivation of women in the military and the women's expectancies for their own performance potential and work motivation would, therefore, be lower as was found in this study. Broverman et al. (1972) found that there is a strong consensus about the typical attributes of men and women. Men are perceived to be independent, objective, active, competitive, logical, skilled in business, worldly,

adventurous, and competent; while women are viewed as gentle, sensitive to the feelings of others, tactful, religious, neat, quiet, interested in art and literature, and able to express tender feelings. These sex-role definitions "are implicitly and uncritically accepted to the extent that they are incorporated into the self-concepts of both men and women. Moreover, these sex-role differences are considered desirable by college students ... and as ideal by both men and women" (Broverman et al., 1972). It is reasonable to assume that men and women enter the military with a different set of performance expectancies for themselves as a consequence of these different sex-role definitions, and that their supervisors would also expect different standards. Moreover, the performance areas or attributes on which the men and women would be expected to differ would be those most closely associated with the male or female stereotype. Consistent with this thesis, supervisors of women expressed less confidence in placing them in stressful, technical, dangerous, physically difficult and combat positions. Similarly, with reference to increased trade and leadership responsibilities the women themselves had lower "expectancies for their own performance" than the men, although not very low in an absolute sense.

In summary, there were more sex of subordinate differences in performance evaluations, supervisors' expectancies for performance and work motivation, and subordinates' expectancies for their own performance and work motivation than

could be accounted for by the supervisors' attitudes toward women. Three possible reasons were advanced: (a) the supervisors' attitudes toward women as measured by the AWS may not be particularly related to the more specific attitudes supervisors may hold about the roles and opportunities women should have in the military; (b) there may have been bias in the sampling of the supervisors and/or subordinates; and, (c) there may be real differences in the performance and the expectancies for the performance of men and women in the military, due to the tendency to socialize women towards a feminine ideal, an ideal which may be in conflict with many of the behaviours and kinds of performance required to succeed in the military. Any one or combination of these could account for the larger number of differences in the data related to the sex of the subordinate than could be accounted for by supervisors' attitudes toward the appropriate rights and roles for women in society.

Main Effects Related to Supervisors' Attitudes Toward Women Categories. No significant trends were found in ratings on the PER across Traditional, Moderate and Egalitarian supervisors. Results from the Supervisors' Expectancy Questionnaire indicate that there was, however, a linear increase in the supervisors' willingness to place subordinates in Dangerous, Physically Difficult, Combat and Stressful positions across Traditional, to Moderate, to Egalitarian supervisors as defined by the Equality of Opportunity and Division of

Labour dimension of the AWS. In addition, there was a linear increase in supervisors' indications of the degree to which they would recognize outstanding performance on the part of the subordinate in terms of recommendations for promotion, or a salary increase, across the Traditional, to Moderate, to Egalitarian supervisors as defined by the Courtship and Marriage dimension of the AWS. Thus, it appears that as the degree of traditionalism expressed by supervisors about appropriate rights and roles of women increases, there is a decrease in the supervisors' willingness to give material recognition for good performance, and to place the subordinate in physically difficult, combat-related and stressful positions, regardless of the subordinate's sex.

Simas (1976) found a positive relationship between the degree of traditionalism expressed on the AWS and the degree of authoritarianism as measured by the revised F-scale. The explanation advanced for this finding was that high authoritarians have a stronger need for structure and are, therefore, more likely to adhere to traditional attitudes toward women in society. It is possible, therefore, that supervisors in this study who are more traditional in their attitudes toward women's roles, are also more authoritarian and structured in their approach towards their subordinates. As a consequence, they may be less willing to take the risk of placing their subordinates in physically difficult, dangerous, combat-related and stressful positions than the less

authoritarian/more egalitarian supervisors. Similarly, their lower willingness to recognize and reward good performance relative to their more egalitarian counterparts may also be a reflection of their structured and perhaps less flexible approach to managing their subordinates.

Finally, there were somewhat more difficult to explain quadratic trends in the responses of the subordinates, regardless of their sex, across those who work for Traditional, Moderate and Egalitarian supervisors. On the one hand, subordinates who work for Moderate supervisors, as defined by the Courtship and Marriage dimension of the AWS, were less likely to indicate that their leadership potential was high; on the other hand, they were also more likely to indicate that they were able to carry out all of the difficult tasks of their trade. These results are difficult to explain, firstly, because there seems to be inconsistency in response trends across these two questions. It seems surprising that the group of subordinates working for Moderate supervisors expressed less confidence in their leadership potential, while at the same time expressed greater confidence in their ability to carry out the more difficult tasks of their trades. The Pearson correlation coefficient between these two items was  $+0.19$ , indicating that these two items do covary together, although the correlation is not particularly high. It is also surprising that the trend for both items is quadratic. If personality traits such as authoritarianism, which

might influence the treatment of the subordinates, do covary with expressed attitudes toward women, it is expected that such personality traits on the part of the supervisors would impact on the subordinates in such a fashion as to cause the subordinates' responses to items such as those above to vary in a linear fashion, rather than in the non-linear manner which was apparent. Based on (a) the inconsistency in response across the two items in question, and (b) the quadratic trend in responses across subordinates working for Traditional, Moderate and Egalitarian supervisors, it is assumed that these results were random or chance occurrences, and not indicative of trends which could be found in a future replication of this study.

#### Implications for Future Research

Performance Evaluation and Sex-Role Stereotyping. This is one of the few studies to have examined actual performance evaluations of men and women on the job. The volume of research to date, which has used various approximations of the workplace, has for the most part found a pro-male bias, especially with respect to those jobs, professions or products not conventionally associated with women (Nieva & Gutek, 1980). Furthermore, most of the researchers have cited sex-role stereotyping as the basis for this pro-male bias, although few have systematically examined this thesis (Terborg, 1977).

Based on the research available there was reason to

assume that there would be pro-male bias in actual performance appraisals of men and women in the military, since the military is not conventionally associated with women. However, one would have been on shaky grounds to assume that this sort of bias would without doubt occur in the military, because little inference about the subordinates' job performance is required (Nieva & Gutek, 1980). In most situations of performance appraisal at work, as was the case in this study, evaluators have a thorough knowledge of the performance and capabilities of their subordinates.

This research established clearly that there is pro-male bias for three of the performance scales related to leadership and influencing others among those evaluators who express more stereotypic views about the rights and roles of women in society as defined by the Morality dimension of the AWS, even under the circumstances of intimate knowledge of job performance. This finding was established in a work environment which is not conventionally associated with women, and one in which women have to adapt to male established terms and definitions of appropriate means to achieve in the organization. One wonders whether such pro-male bias would be apparent in organizations of work roles not predominantly associated with either sex, or ones which are predominantly associated with women. Thus, not only is further research required to examine the evaluation process for men and women on the job, but the performance appraisal process should be

examined by varying the predominant sex-role orientation of the occupations or professions that are being considered.

As indicated above sex-role stereotyping is usually cited as the basis for the differential evaluation of men and women on the job, although this thesis is rarely examined systematically. In this research, however, there were many more differences related to the sex of the subordinate than could be accounted for by the supervisors' adherence to sex-role stereotypes. It is, therefore, important to include some measure of the evaluators' level of adherence to sex-role stereotypes in future research if there is to be continued use of this concept in explaining differences in evaluations of men and women. Had this research been confined to an examination of the evaluation of men and women, without reference to the degree to which supervisors adhere to sex-role stereotypes, as defined by the degree of traditionalism expressed on the AWS, one could have quite easily concluded that the essentially pro-male bias in the data was due primarily to sex-role stereotyping on the part of the supervisors.

This leads to the next issue, that of the operational definition of sex-role stereotype. In the review of literature an attempt was made to arrive at a definition of the concept. It was concluded that it "implies a generalized, conventional or standardized image, considered to be unjustified by outside observers, about the behaviour, expectations and social location of men and women" (p. 3). The degree of

traditionalism expressed on the short form of the AWS was used in this study as an indication of the extent to which supervisors adhered to sex-role stereotypes. This survey lays greater emphasis on measuring the respondent's opinions about the appropriate social location of men and women, and less emphasis on abilities, personality traits, and preferences assumed to be associated with each sex. The fact that there were more sex differences in the evaluation of men and women than could be accounted for by the supervisors' attitudes toward women may in part be due to the operational definition of sex-role stereotyping used in this research - that is, the short form of the AWS.

It had been originally planned to use the Bem Sex Role Inventory (BSRI) (Bem & Watson, 1976) as well as the AWS to obtain a more rounded indication of the degree to which the supervisors adhered to sex-role stereotypes. The BSRI is a measure which is normally used to assess the degree to which the respondent defines him or herself in terms of attributes typically associated with men and women. In this study, however, the supervisors would have been asked to complete the BSRI twice, once judging the extent to which the various attributes were descriptive of the typical adult male, and once judging the extent to which the attributes were descriptive of the typical adult female. By including both the BSRI and the AWS, there would have been complementary measures of the concept of sex-role stereotype, one assessing social

location and one assessing personality traits, and abilities assumed to be associated with each sex. The BSRI, the AWS and Expectancy Questionnaire administered together, however, proved to be very time consuming in the pretest of the survey materials: therefore, the BSRI was not included. It is uncertain whether including the BSRI would have provided a better explanation for the sex differences found than the AWS. Certainly, future research on the performance evaluation of men and women must give careful consideration not only to ensuring that there is an operational definition of the degree to which evaluators adhere to sex-role stereotypes, but also to the type of definition used.

Self-Fulfilling Prophecy and the Evaluation Process. The model of self-fulfilling prophecy as it relates to the performance evaluation of men and women on the job received little support in this research. Although there was evidence of differing expectancies for the performance of women held by supervisors expressing traditional views about the role of women, and by supervisors holding more egalitarian views, no support was obtained for the position that supervisors act in accordance with their expectancies for their female subordinates, to cause them to perform in a manner consistent with their supervisors' expectancies. Nor was there any support for the predicted relationship between supervisors' expectancies for their female subordinates and the women's expectancies for themselves.

As indicated previously, however, research on this process was carried out through the medium of surveys. It is possible that self-report techniques such as those used in this study are not appropriate measures of this phenomenon. In this research the supervisors were asked to give rather gross indications of how they would react to superior performance on the part of the subordinate in terms of verbal recognition and recommending promotion or salary increases, and to substandard performance through verbal comment and various counselling options. It is possible that the cues which the supervisor may give to the subordinate regarding expectancies for performance are far too subtle to be ascertained through this type of questioning. Other researchers using direct observation techniques, mostly in controlled laboratory settings (Snyder & Swann, 1978; Snyder et al., 1977; Word et al., 1974; Zanna & Pack, 1975), although notably one in a classroom setting (Meichenbaum et al. 1969), have demonstrated that perceivers do act toward target individuals in accordance with the perceiver's expectancies for that individual, which in turn causes the behaviour of the target to be modified to be in keeping with the perceiver's views of the target. Clearly, more research is required in various work settings using direct observation techniques to determine if and how supervisors act on the expectancies they hold for their subordinates, in this case their female subordinates, to cause them to act in a manner consistent with

expectancies.

### Implications for the Canadian Forces

The relationship between supervisors' attitudes toward women with respect to their moral behaviour, and the performance evaluations given to women relative to their male peers has been demonstrated in this research for three performance scales related to supervisory and leadership capabilities. These skills are very important considerations in evaluating candidates for promotion to the next rank. The implication of this research is that female subordinates working for supervisors expressing more stereotypic views about women will not have an equal opportunity for advancement compared with their male peers. To utilize all personnel to their full potential, it is extremely important, therefore, that the Canadian Forces act on this information and institute programs to offset this bias.

Probably one of the most effective actions would be to institute attitude awareness programs at all of the Canadian Forces leadership training academies. All members must attend these academies as a prerequisite for advancement to the supervisory ranks. The type of program envisaged would be experiential and participatory in nature, mostly through exercises, to be supplemented with group discussion. These exercises should have as their goal the sensitization of the participant (a) to possible bias, sets or stereotypes that he or she may possess about others, and (b) to the potentially

harmful impact these biases may have on the careers and/or career choices of others. The author has several such exercises in mind, and will submit draft lesson plans to the Canadian Forces for their consideration.

The second purpose of the study was concerned with the possible self-fulfilling nature of supervisors' expectancies for their subordinates. This relationship was not clearly demonstrated through the surveys carried out in this study. However, the fact that this process does not operate in the workplace, also has not been clearly demonstrated. As indicated above, the self-fulfilling prophecy phenomenon has been demonstrated through direct observation techniques in college laboratory settings and in the classroom. It is felt that this process is worthy of further investigation in the Canadian Forces using direct observation techniques; primarily because of its clear demonstration in other settings, and because of the potentially harmful and long term effects supervisors attitudes and expectancies can have on their subordinates. Such research would not necessarily have to be launched as an independent study. It could be "piggy-backed" on other programs which call for the direct observation of members functioning in their trades, as is frequently done in trade structure, and occupational and task analysis programs. Under these circumstances there would not be a large "fish-bowl" effect related to outsiders observing supervisor/subordinate interactions; rather, the researcher would be part of the

trade structure analysis team, participating in a program normally carried out within the service.

To summarize, because of the demonstrated pro-male bias in the performance evaluation of men and women in the Canadian Forces amongst supervisors expressing stereotypic views about the rights and roles of women in society, programs should be instituted at all Canadian Forces leadership academies to help alleviate such bias. In addition, consideration should be given to using direct observation techniques to investigate the possible self-fulfilling nature of the supervisor's expectancies for their subordinates in the Canadian Forces. Continued research in this area is warranted given the support for such phenomena found in previous research, and because of the potentially harmful and long term effects such a phenomenon would have on subordinates' careers in the Canadian Forces.

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APPENDIX A

Performance Evaluation Report (PER) for Members



**SECTION 1 — SUPERVISOR/SURVEILLANT**

— NOTE: DO NOT EXCEED THE NARRATIVE SPACE PROVIDED  
PRIERE DE SE LIMITER A L'ESPACE DISPONIBLE

emplic)

During the past \_\_\_\_\_ months he/she has been employed as:  
Au cours des derniers \_\_\_\_\_ mois, a été employé(e) en qualité de:

Period of actual supervision by assessor \_\_\_\_\_ months.  
Période d'appréciation par ce surveillant \_\_\_\_\_ mois.

PERFORMANCE OF DUTIES (SUBSTANTIATION OF RATINGS ASSIGNED) —  
ACCOMPLISSEMENT DES TÂCHES (JUSTIFICATION DES COTES ATTRIBUÉES) —

PHYSICAL FITNESS TEST (CFAO 10-1)  
TEST DE CONDITION PHYSIQUE (OAFIC 10-1)

PASS   
PASSE

FAIL   
ÉCHOUÉ

EXCUSED   
EXCUSE

RECOMMENDATION FOR FUTURE TRAINING AND EMPLOYMENT  
RECOMMANDATION — FORMATION ET EMPLOI ULTÉRIEURS —

DATE	SUPERVISOR (NAME AND INITIALS) SURVEILLANT (NOM ET INITIALES)	SIGNATURE	RANK GRADE	APPOINTMENT FONCTIONS

THE ABOVE HAS BEEN READ AND DISCUSSED  
LA PRÉSENTE APPRÉCIATION A ÉTÉ LUE ET DISCUTÉE



INDIVIDUAL'S SIGNATURE  
SIGNATURE DE L'INTÉRESSÉ

DATE

TO BE SIGNED AT TIME OF INTERVIEW  
A SIGNER LORS DE L'ENTRETIEN

**SECTION 6 - 1st LEVEL REVIEW - REVISION - 1<sup>er</sup> PALIER**  
**REVIEWING OFFICER - LE RÉVISEUR**

DATE	REVIEWING OFFICER (NAME AND INITIALS) OFFICIER RÉVISEUR (NOM ET INITIALES)	SIGNATURE	RANK - GRADE	APPOINTMENT FONCTIONS
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**SECTION 7 - COMMANDING or DELEGATED OFFICER - COMMANDANT OU DÉLÉGUÉ**

In relation to his/her peers in this unit, I recommend that promotion be: IMMEDIATE  FAST  NORMAL  SLOW   
 Par rapport à ses pairs au sein de l'unité, je recommande une promotion: IMMEDIATE  RAPIDE  NORMALE  LENTE

DATE	COMMANDING / DELEGATED OFFICER (NAME AND INITIALS) COMMANDANT / OFFICIER DÉLÉGUÉ (NOM ET INITIALES)	SIGNATURE	RANK - GRADE	APPOINTMENT FONCTIONS
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(When any part other than Section 2 is completed)

(Lorsque toute partie autre que la Section 2 est remplie)

**SECTION 8 - PERSONAL FACTORS AFFECTING EMPLOYMENT (To be completed by individual being assessed)**  
**RAISONS PERSONNELLES POUVANT INFLUER SUR L'EMPLOI (L'intéressé remplit cette section)**

**A. SURNAME - NOM**

INITIALS  
INITIALES

S.I.R. - N.A.S.

MOC - CEM

**B. MARITAL STATUS - ETAT CIVIL**

SINGLE  
CÉLIBATAIRE

MARRIED  
MARIÉ(E)

SEPARATED  
SÉPARÉ(E)

DIVORCED  
DIVORCÉ(E)

(i) LOCATION OF DF AND E - LOCATION DES DM ET E

(ii) DATE MOVED - DATE DE DÉMÉNAGEMENT

(iii) IF SPOUSE IS MILITARY GIVE PARTICULARS - SI LE CONJOINT EST MILITAIRE, DONNER LES DÉTAILS

SURNAME - NOM

INITIALS  
INITIALES

S.I.R. - N.A.S.

MOC - CEM

NAME OF UNIT - NOM DE L'UNITÉ

**C. PARTICULARS OF DEPENDANT CHILDREN (USE ONE COLUMN PER CHILD)**  
**DÉTAILS CONCERNANT LES ENFANTS À CHARGE (UNE COLONNE PAR ENFANT)**

	1	2	3	4	5	6	7	8	9	10	11	12	13
SEX (M OR F) SEXE (M OU F)													
AGE													
SCHOOL GRADE ANNÉE SCOLAIRE													

DEPENDENT'S SCHOOLING LANGUAGE  
LANGUE D'INSTRUCTION SCOLAIRE DES DÉPENDANTS

ENGLISH  
ANGLAIS

FRENCH  
FRANÇAIS

**D. COURSES COMPLETED (IN AND OUT OF SERVICE SINCE LAST REPORT)**  
**COURS TERMINÉS (MILITAIRES ET NON MILITAIRES DEPUIS LE DERNIER RAPPORT)**

**E. COURSES DESIRED (IN AND OUT OF SERVICE)**  
**COURS ENVISAGÉS (MILITAIRES ET NON-MILITAIRES)**

**F. NARRATIVE LANGUAGE (SECTION 1) LANGAGE NARRATIF**

I REQUEST THAT THE SUPERVISOR'S NARRATIVE BE WRITTEN IN OR TRANSLATED INTO  
JE DEMANDE QUE L'EXPOSÉ DU SURVEILLANT SOIT ÉCRIT OU TRADUIT EN

ENGLISH  
ANGLAIS

FRENCH  
FRANÇAIS

**G. POSTING PREFERENCES (IF ANY) - PRÉFÉRENCES D'AFFECTATION (S'IL Y A LIEU)**

1.

2.

3.

**H. OTHER FACTORS - AUTRES RAISONS**

MY 490A IS VERIFIED AS COMPLETE AND ACCURATE  
MON 490A EST COMPLET ET EXACTE

DATE

MEMBER'S SIGNATURE - SIGNATURE DU MEMBRE

SECTION 2 IDENTIFICATION

SECTION 3 POSTING PREFERENCES  
PRÉFÉRENCES D'AFFECTATION

A - INDIVIDUAL BEING ASSESSED - L'INTERESSE				B - SUPERVISOR SURVEILLANT			GEOGRAPHICAL LOCATION GEOGRAPHIQUE		
SURNAME - NOM				INITIALS INITIALES			SOCIAL INSURANCE NUMBER NUMERO D'ASSURANCE SOCIALE		
SOCIAL INSURANCE NO NUMERO D'ASSURANCE SOCIALE				RANK GRADE			1		
SIGNATURE				MOC CEM			2		
SUPERVISOR SURVEILLANT				ELEMNT ELEMENT			3		
RANK GRADE				OFF			FOR NDHQ USE ONLY A L'USAGE DU QGDN SEULEMENT		
PAY LEVEL NIVEAU DE SOLDE				SEA MER					
TRADE METIER				LAND TERRE					
MOC CEM				AIR					
NAME OF UNIT NOM DE L'UNITE				COMMON COMMUN			1 2 3		
UIC CIU				MCP CPLC					
DATE OF REPORT MONTH MOIS				DATE DU RAPPORT YEAR ANNEE					

SECT	Quantitative Assessment Evaluation quantitative							STANDARD - NORME		
	PERFORMANCE REQUIREMENTS CRITERES	NOT OBSERVED NON OBSERVE	1 BELOW NON ATTEINTE	2 MET MINIMUM ATTEINTE MINIMUM	3 MET ATTEINTE	4 OCCASIONALLY EXCEEDED OCCASIONNELLEMENT SURPASSEE	5 FREQUENTLY EXCEEDED FREQUEMMENT SURPASSEE	6 CONSISTENTLY EXCEEDED CONSTAMMENT SURPASSEE	7 RARE HIGH D'UNE TRÈS HARE QUALITE	
1	PLANNING PLANIFICATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
2	DELEGATION DELEGATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
3	STRESS TENSION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
4	COOPERATION COOPERATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
5	SELF ASSERTION AUTORITE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
6	SUBORDINATES SUBORDONNES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
7	BRIEFING EXPOSES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
8	JOB KNOWLEDGE CONNAISSANCES	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
9	APPLICATION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
10	ADAPTABILITY ADAPTABILITE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
11	INITIATIVE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
12	APPEARANCE TENUE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
13	SUPERVISION SURVEILLANCE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
14	UNDERSTANDING COMPREHENSION	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15	RESPONSIBILITY RESPONSABILITE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16	CONDUCT CONDUITE	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17	LEARNING LECONS	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

SECTION 5  
Recommendations  
Recommandations

A  
COMMANDING OFFICER'S  
RECOMMENDATION FOR  
RECOMMENDATION  
DU COMMANDANT

PROMOTION  
YES OUI  NO NON

NOT YET  
PAS ENCORE

B  
INDICATE IF FIRST IN  
THIS UNIT  
INDIQUER SI 1er  
RAPPORT SI 1er  
RAPPORT CETTE  
UNITE

INDICATE IF FIRST BY  
THIS SUPERVISOR  
INDIQUER SI 1er  
RAPPORT PAR CE  
SURVEILLANT

C  
TYPE OF REPORT  
GENRE DE RAPPORT

ANNUAL  
ANNUEL

POSTING  
AFFECTATION

SPECIAL  
SPECIAL

NDHQ USE ONLY  
A L'USAGE DU  
QGDN  
SEULEMENT

CF 1420 (S BO) (MCS P1002) 1530 21 882 9504 NOS Train Opic 08 9597 371

## APPENDIX B

## Survey Packages for Supervisors and Subordinates

- B1 - Description of Subordinates' and Supervisors' Questionnaires
- B2 - Supervisors' Expectancy Questionnaire - Form SpM  
(for supervisors with male subordinates)
- B3 - Supervisors' Expectancy Questionnaire - Form SpF  
(for supervisors with female subordinates)
- B4 - Subordinates' Expectancy Questionnaire - Form SbM  
(for male subordinates)
- B5 - Subordinates' Expectancy Questionnaire - Form SbF  
(for female subordinates)
- B6 - Short Form of Attitudes Toward Women Scale (AWS)  
with Different Face Sheets for Supervisors and  
Subordinates
- B7 - Machine-Readable Answer Sheet Used With Each  
Survey

## APPENDIX B1

Description of Subordinates' and Supervisors' Questionnaires

This paper describes the questionnaire designed to measure supervisors' expectancies for the performance of subordinates at work, and how these same supervisors say they would respond to various levels of performance from their subordinates. It also describes a similarly worded questionnaire designed for subordinates to measure their perception of this same process, and their perceptions of their own performance potential and work motivation.

These questionnaires were developed in conjunction with Dr. M. McCarrey of the Department of Psychology of the University of Ottawa and representatives in the Department of National Defence from the Directorate of Social and Economic Analysis, the Directorate Personnel Applied Research, and the Canadian Forces Personnel Applied Research Unit. They were subsequently pretested with four supervisors and four subordinates, two males and two females, of various ranks at National Defence Headquarters.

The Model

The expectancy questionnaires were designed to test the model of self-fulfilling prophecy outlined in the main text of this thesis (pp. 38-44). Within the context of this model, it was predicted that supervisors who have lower ex-

pectancies for women would reinforce the behaviour of their female subordinates and set up their work environment so that the women's performance at work would be in keeping with their supervisors' expectancies. In addition, the women's expectancies regarding their own performance ability would be influenced to be in keeping with those of their supervisors.

### The Pretest

The questionnaires were developed and modified in consultation with the agencies described above to the point where they could be tested with supervisors and subordinates in the Canadian Forces. The supervisors (all male) and subordinates (two males and two females) were given Expectancy Questionnaires similar to the ones in Appendices B2 through B5, and machine-readable answer sheets (Appendix B7). In addition the supervisors were given the Bem Sex Role Inventory and the full Attitude Toward Women Scale.

The Bem Sex Role Inventory (BSRI) includes sixty traits, which are normally identified as being typically masculine, feminine or neutral in nature (Bem & Watson, 1976). The respondent ordinarily is asked to describe him or herself on the scales associated with each of these traits. In the case of the supervisors, the BSRI was completed twice, once describing a typical adult male and once describing a typical adult female.

The Attitude Toward Women (AWS) Scale is a 55 item Likert-type scale tapping attitudes about the vocational,

educational, and intellectual roles of women, their freedom and independence, sexual behaviour and marital relationships and obligations (Spence & Helmreich, 1972). The BSRI was included to obtain some indication of the degree to which the supervisor adhered to stereotypic views about the traits of men and women. The full AWS was included to ascertain the supervisors' attitudes about the rights, roles and opportunities women should have in society. It took approximately three-quarters of an hour, to one hour to complete the expectancy questionnaires. In total it took three, to three and one-half hours to complete the total questionnaire package described above including the full AWS and the BSRI.

All supervisors and subordinates were interviewed in depth about their reaction to the questionnaires. Both groups indicated that they enjoyed filling out the Expectancy Questionnaire and had minimal difficulty with the questions or instructions. Most of their comments had to do with clarifying the items or instructions; for instance, making sure the words "Skip Columns 9 and 10" were included in the questionnaire when they were not required to fill in all the columns on the machine-readable form.

On the other hand, the response was quite negative to having to complete the BSRI twice and the AWS, in addition to the Expectancy Questionnaire. They were irritated with the time that it took to complete all of the questionnaires, and some responded to the AWS with marked annoyance. Some felt

that many of the questions were inappropriate, biased and insulting. Part of this response could have been due to the fact that the questionnaire was given at the end of a three hour session, and the questions perceived as annoying only exacerbated the already existing irritation with the length of the test session. As a consequence, it was decided to cut the BSRI and the long form of the AWS out of the battery. In place of the full AWS, it was decided to use the short form of the scale (25 items).

Reducing the battery in this way cut the length of time it took the supervisors to complete it, with little sacrificed in terms of the amount of information obtained. All of the hypotheses (pp. 44-46) remained testable, and the short-form of the AWS yields a good measure of the supervisors' attitudes toward women.<sup>1</sup> A persual of the short form of the AWS also suggested that the items of this measure would probably not be as offensive to the respondents as some of the additional items in the longer form.

Appendices B2 to B5 show the supervisors' and subordinates' questionnaire packages used in the field study. They were translated into French by official translators in the Department of National Defence so that they could be completed in the official language of choice. Selected

1. Refer to the main text (p.29) for a more comprehensive discussion of the properties of the short-form of the AWS.

questions from the French translations were then submitted for translation into English to ensure that the intent of the original English version had been retained.

The original questionnaires and their French translation were also submitted to Dr. Henry Edwards and other members of the Department of Psychology of the University of Ottawa knowledgeable in the fields of questionnaire design and translation. Based on their review, and the translation from French back into English, it was concluded that the French translation was accurate and that the intent of the original English version had been retained.

#### Description of the Expectancy Questionnaires

What follows is a detailed description of the Expectancy Questionnaire for the supervisors. It is comprised of two parts: the Biographical Information portion (PART I); and, the questions designed to address the hypotheses and other constructs of interest (PART II). The subordinates questionnaire is virtually the same, except that the items in Part II were worded from the subordinates' perspective. The rationale for including each of the questions will be described within the context of the theoretical model under consideration. The subordinates' questionnaires are not described in detail because basically the same rationale applies for the questions included in their survey.

PART I - Biographical Information. The Biographical Information section contained a number of items, against

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which the responses in the Expectancy portion of the questionnaire could be compared. These included variables such as age, sex, marital status, level of education, primary language, employment status of spouse, rank, trade, time in rank and in military service, number of dependent children of the respondent, as well as subject identifiers such as place of employment codes. In addition to these items, the supervisors were asked about the number of women they had worked with, for, or supervised in the Canadian Forces, as these items may be related to the supervisors' general attitudes towards the rights and roles of women in society, and to their expectancies for the performance of the particular female subordinate under their employ.

PART II - Questions 1 - 5. Questions 1 to 5 measure the supervisor's expectancies for the subordinate's performance in terms of the subordinate's ability to perform at higher ranks; his/her leadership potential; his/her ability to take on more responsibility; his/her ability to carry out the tasks required in his/her trade; and, his/her ability to advance in the Canadian Forces. The following are the rationales for including each of the questions:

1. Question 1 asked the supervisor to assess the potential of the subordinate to function at, below, or above his/her current rank.

2. Question 2 assessed the supervisor's expectancies for the advancement of the particular subordinate in question. The rationale for its inclusion is that while the supervisor may believe that the subordinate may have the potential to function at higher ranks, he may believe that for some other reason, perhaps the subordinate's sex, his/her rate of advancement may not coincide with his/her potential.
3. Question 3 addressed the question of the leadership potential of the subordinate in question. While in most trades leadership responsibilities increase with rank, this is not always the case. Sometimes trade and technical responsibility increases with rank without necessarily an increase leadership responsibility; thus, it is conceivable that a supervisor could indicate that a particular subordinate would advance in the Canadian Forces more quickly than most for other than leadership reasons.
4. Question 4 asked the supervisors about the subordinates' ability to take on increased responsibility in the Canadian Forces, without reference to whether this was a leadership or trade

responsibility.

5. Question 5 was specific about whether the supervisor thought the subordinate could carry out, or has the potential to carry out all the difficult tasks required in his/her trade. This question was included because servicemen often express the opinion that servicewomen cannot carry out all the difficult tasks of their trade as effectively as men.

PART II - Questions 6 through 15 assessed the supervisors' perceptions of the reasons for good or poor performance on the part of their subordinates. The theoretical construct related to these questions is that of attribution theory, and the format of the questions is similar to that used by Feather (1977). These questions may be very useful in explaining why the supervisor has certain expectancies for the subordinate's performance, and why the supervisor would respond in certain ways to various levels of performance from the subordinate.

PART II - Questions 16, 18 and 19 measured the supervisor's perception of the subordinate's degree of commitment to the Canadian Forces in terms of the supervisor's expectancies for the subordinate remaining in the service until retirement age; his judgement about the subordinate's interest in continued employment in spite of no economic need; and,

the supervisor's perception of the subordinate's motivation to do a good job. These items relate to hypothesis 4 of the thesis (pp. 41-42).

PART II - Questions 17, 20 to 38, 52 and 53. In these questions the supervisor indicated through the options given how he would respond to various levels of performance on the part of the subordinate, and in what types of positions he would be prepared to place the subordinate and how much supervision the subordinate required. Through these questions it was intended to determine whether the predictions about the reinforcement and environmental modelling of the subordinate's behaviour at work, dictated by the model of self-fulfilling prophecies outlined above, would be supported. These questions are designed to test hypothesis 5 of the thesis (pp. 42-43). A more detailed description of each of the questions follows:

1. Question 17 dealt with the amount of time the supervisor would let performance that was just below acceptable standard pass unmentioned. It was anticipated that supervisors who had lower expectations for their subordinates would report letting substandard performance pass unmentioned more of the time (i.e. - would be more lenient).

2. Question 20 dealt with the amount of time the supervisor let outstanding performance on the part of the subordinate pass unmentioned. It was anticipated that supervisors who had lower expectancies for their subordinates would report rewarding outstanding performance on the part of their subordinates less of the time.
3. Question 21. This is another variation of the question of the degree to which the supervisor would reward good performance on the part of the subordinate, by recommending promotion. The rationale for this question was similar to the one for question 20.
4. Question 22. This again is a variation on the rewarding of good performance theme, in terms of monetary recognition, and has a similar rationale to questions 20 and 21.
5. Question 23 dealt again with the degree of leniency the supervisor would exhibit towards poor performance on the part of the subordinate. Again the hypothesis is that the supervisor would be more lenient with poor performance when they had lower expectancies for their subordinates. The

first to last options were designed to indicate decreasing leniency respectively. The first indicates complete acceptance and is designed to allow the supervisor to say he would accept poor performance because it is perhaps something beyond the subordinates control, in the case of the women because it is "hard enough for women in the CF" (Form SpW Appendix B3) and in the case of men, because this is "hard enough for him" (Form SpM Appendix B2)<sup>1</sup>. The next (option 2), indicates acceptance but some degree of expectation, however slight, that performance would improve. The third option is a casual mention to the subordinate that he/she should improve, but counselling for improvement in the traditional work-related sense was not a component of this choice. The fourth option is counselling without permanent record of this process on file, and the final option is that of counselling with a notation on file that the


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1. This question option is the only difference between forms SpM and SpF of the Supervisors' Expectancy Questionnaire. Similarly, forms SbM of the Subordinates' Expectancy Questionnaire and SbF are exactly the same except for this question option.

counselling has occurred. It is noteworthy with respect to this question that there is an established procedure in the Canadian Forces for handling poor performance which consists of a series of counselling stages. It is implicit in these procedures, however, that they come about in response to performance much worse than "just below acceptable standard". Briefly stated, they consist of: (a) a verbal warning of the subordinate's shortcomings; (b) should this prove unsuccessful, a recorded warning initiated by the supervisor or the Commanding Officer; (c) should this prove unsuccessful, a six month counselling and probation period; and (d) should this prove unsuccessful, release of the member.

6. Question 24. Questions 17 and 20 through 23 dealt with the supervisor's recognition or lack of recognition of outstanding and poor performance on the part of the subordinate. Question 24, on the other hand, dealt with the work environment itself. In Skinnerian terms appropriate responses (performance) cannot occur if the environmental contingencies do not allow for them. In terms of the model presented, not only will the supervisor reward and punish their subordinates' behaviour in

accordance with the expectancies they hold for their subordinates, but the supervisors will also set up the work environment according to these expectancies. Question 24 dealt specifically with the number of tasks the supervisor gave the subordinate to do relative to his/her peers in similar jobs.

7. Question 52 had a similar rationale to that of question 24, but measured the amount of time the supervisor allowed the subordinate to work unsupervised.
  8. Question 53 measured the amount of time the subordinate required direct supervision.
  9. Question 25 to 38 again dealt with the types of work the supervisor would be prepared to allow the subordinate to do. It was expected that supervisors who have lower expectancies for the performance of women would be less willing to place them in responsible, supervisory, high profile, stressful, dangerous, vital, physically difficult, combat, technical, complex, and command positions, than in support, people-oriented and administrative positions, in keeping with traditional sex role
- 

stereotypes.

PART II - Questions 39 through 51 and 54 dealt with the supervisors' perceptions of the nature of the work that the subordinate does. Question 54 asks specifically whether the kind of work the subordinate is required to do is traditionally women's work, work traditionally done by both men and women, or traditionally men's work. It was expected that the supervisor's expectancies for the female subordinate's performance would be in keeping with the supervisor's perception of the nature of the work the subordinate is required to do. In other words, the superior's expectations would be higher if he perceives the work done by the female subordinate as women's work. Similarly, questions 39 through 51 asks for the supervisor's detailed perception of the nature of the work done by the subordinate.

Subordinates' Expectancy Questionnaire. As indicated previously the subordinates were given a questionnaire worded from their perspective, but of virtually equivalent form to that of the supervisors'. This allowed for a comparison of supervisor and subordinate perspectives on the various items and permitted a test of the hypotheses and constructs outlined in Table A.

Questionnaire Analysis. The amount of information forthcoming from the Expectancy Questionnaire was great, especially when considering all the potential relationships which could be drawn amongst the results of the different

questions. The Supervisors' and Subordinates' Expectancy Questionnaires were submitted to separate principal components analyses to assist in determining the groups of items to be used as dependent measures to test hypothesis 4, 5 and 6 (pp. 74-78). Table A is a summary of the hypotheses or constructs the questions were originally meant to address for comparison with the final groupings of items.


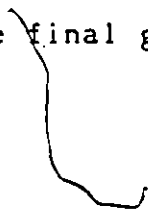


TABLE A

Summary of Questions in Expectancy Questionnaires Their Rationales and the Hypotheses or Constructs Associated with Each

Hypothesis or Construct	Related Questions in Expectancy Questionnaire	Rationale
4. "Supervisors who adhere to traditional attitudes towards the role of women in society will have lower expectancies for the performance of the women under their employ than will supervisors who hold less traditional views".	Questions 1 to 5, and 18 to 20 of the Supervisors' Expectancy Questionnaire.	-see thesis pp. 12 -21
5. "Supervisors who hold more traditional views about the roles of women in society will report less encouragement and reward of good performance and more leniency towards poor performance of the specific female subordinates under their employ than supervisors who hold less traditional views".	Questions 21 through 41 inclusive in the Supervisor's Expectancy Questionnaire. - these can be cross-checked against the subordinates' perception of the supervisor's behaviour, on the same questions on the Subordinate's Expectancy Questionnaire.	-see thesis pp. 12 -21
6. "Women who work for supervisors who hold more traditional views about the role of women in society will have lower expectancies for their own level of performance potential and their own work motivation, than will the women who work for supervisors having less traditional attitudes."	Questions 1 through 5 and 18 through 20 inclusive, in the Subordinate's Expectancy Questionnaire	-see thesis pp. 12 -21

... continued/

TABLE A (continued)

Summary of Questions in Expectancy Questionnaires their Rationales and the Hypotheses or Constructs Associated with Each

Hypothesis or Construct	Related Questions In Expectancy Questionnaire	Rationale
Supervisors' perceptions of the possible reasons for marginal and outstanding performance on the part of the subordinate	Questions 6 through 17 of the Supervisor's Expectancy Questionnaire	- can be related to the supervisors' expectations for the subordinates' performance at work (hypothesis 4) and how the supervisor would respond to various levels of performance (hypothesis 5)
Subordinates perceptions of the possible reasons for marginal and outstanding performance at work	Questions 6 through 17 of the Subordinate's Expectancy Questionnaire	- can be related to the subordinates' expectations for their own performance (hypothesis 6)
Supervisors perception of the nature of the subordinate's work	Questions 42 through 55 of the Supervisor's Expectancy Questionnaire	- can be related to the supervisors' expectations for female subordinates at work - i.e. they may have higher expectancies if it is work traditionally done by women, or men and women in the Canadian Forces.

APPENDIX B2

Supervisors' Expectancy Questionnaire - Form SpM

CONFIDENTIAL  
(When Completed)

SpM

This survey is part of a study examining supervisors' expectations for their subordinates, and subordinates' expectations for their own career in the CF. It contains a number of questions dealing with your background and experience and some questions on a particular subordinate you have or have had under your supervision. The particular subordinate discussed in this survey has been or will be asked many similarly worded questions. In a second set of questions we are seeking your views on the rights and roles of women in society. You are asked not to discuss the answers you gave to this survey until your subordinate has also completed the questionnaire. Your answers will be held in the strictest confidence and you or your subordinate will NEVER be identified in any reports that are prepared from the questionnaire answers.

The information is being gathered for RESEARCH PURPOSES ONLY. Your honest and careful answers to each question will be greatly appreciated. Your participation in this project is STRICTLY VOLUNTARY. Should you decide not to participate in this study, the fact that you did not complete this survey will not be revealed to anyone.

In addition to this booklet, you will be provided with an answer sheet which can be machine read and a black lead (HB) pencil with which to record your answers on the sheet.

Read all instructions carefully.

If you have any questions or experience difficulty please ask the room supervisor for assistance. This is not a test. There are no right or wrong answers, and there are no time limits.

.../2

CONFIDENTIAL  
(When Completed)

(Une fois rempli)

Le présent sondage fait partie d'une étude visant à déterminer quel avenir les surveillants prévoient pour leurs subordonnés et ce que ces derniers attendent de leur propre carrière dans les Forces canadiennes. Il compte un certain nombre de questions sur vos études et sur votre expérience, ainsi que quelques questions sur le rendement d'une personne que vous dirigez ou que vous avez déjà dirigée. Des questions assez semblables ont été ou seront posées à cette personne. Vous serez aussi invité(e) à exprimer votre opinion sur les droits et les rôles des femmes dans la société. Vous êtes prié(e) de ne pas discuter des réponses données à ce sondage jusqu'à ce que votre subalterne ait aussi rempli le questionnaire. Toutes vos réponses resteront strictement confidentielles et votre nom, ou celui de l'employé(e) en question, ne sera JAMAIS cité dans les rapports rédigés à partir des réponses recueillies.

Les renseignements serviront à des FINS DE RECHERCHE SEULEMENT. Nous vous serions donc reconnaissants de répondre toutes les questions avec franchise et soin. Vous collaborez à ce projet à titre TOUT À FAIT VOLONTAIRE. Si vous ne voulez pas contribuer à la réalisation de l'étude, personne ne saura que vous avez préféré ne pas répondre au questionnaire.

Outre cette brochure, on vous fournira une feuille-réponse lisible à la machine, ainsi qu'un crayon à mine noire (HB).

Lisez attentivement toutes les directives.

Si vous avez des questions à poser ou si vous avez des problèmes, demandez au surveillant de vous aider. Il ne s'agit pas d'un test. Il n'y a donc ni bonne ou mauvaise réponse, ni limite de temps.

.../2

- 2 -

PART I BIOGRAPHICAL INFORMATION

Turn your answer sheet so that the title "Biographical Information/Données Biographiques" appears on the upper right hand side of the page. You will see that there are 56 numbered columns of either circled letters or numbers. In answering the questions that follow, you will be required to do TWO THINGS. First, select the answer which applies to you, and circle the number next to your choice in the survey questionnaire booklet. Next blacken the same number on your answer sheet. In a few cases, you will be required to print a number and blacken an oval, but these are identified by the words "PRINT NUMBER HERE".

Read all of the choices for each question before selecting your answer.

Please mark only one choice for each answer. If you should want to change a response you have marked on your answer sheet, ERASE IT COMPLETELY, and mark the new answer. Please DO NOT put any other marks on your answer sheets.

1. Blacken A in Column 1 because this is the first answer sheet you will be completing.
2. Blacken A in Column 2 to indicate that this is the supervisor's form of this questionnaire.

SKIP COLUMNS 3 AND 4

3. Code No. - Columns 5 - 8

Blacken the numbers in Columns 5 to 8 of the answer sheet to indicate the code number which appears at the top right hand corner of this questionnaire.

4. Your Age - Columns 9 - 10

Print your age on your last birthday here \_\_\_\_\_ and blacken the corresponding numbers in columns 9 and 10 of the answer sheet.

5. Your Sex - Column 11

0 Male  
1 Female

- Blacken 0 in Column 11.  
- Blacken 1 in Column 11.

.../3

PREMIÈRE PARTIE - DONNÉES BIOGRAPHIQUES

Tournez votre feuille-réponse de façon que le titre "Biographical Information/Données Biographiques" figure dans le coin supérieur droit de la page. Vous remarquerez qu'il y a 56 colonnes numérotées contenant des lettres ou des chiffres encadrés. Pour répondre aux questions qui suivent, vous devez faire DEUX CHOSES: d'abord, choisir la réponse qui vous convient et encadrer le chiffre précédant la réponse choisie; puis, noircir sur la feuille-réponse l'ovale correspondant à la réponse choisie. Dans certains cas, il peut arriver que vous deviez inscrire un nombre à la main et noircir un ovale, mais l'expression "INSCRIRE LE NOMBRE ICI" vous l'indiquera.

Avant de choisir une réponse, lisez toutes les possibilités données pour chacune des questions.

Veillez n'inscrire qu'un choix par réponse. Si vous désirez changer une réponse inscrite sur la feuille-réponse, EFFACEZ-LA COMPLÈTEMENT et inscrivez votre nouvelle réponse. Veillez ne RIEN inscrire d'autre sur votre feuille-réponse.

1. Noircissez la lettre A dans la première colonne puisqu'il s'agit de la première feuille-réponse que vous remplissez.
2. Noircissez la lettre A dans la deuxième colonne, puisqu'il s'agit ici du questionnaire s'adressant aux surveillants.

PASSEZ LES COLONNES 3 ET 4

3. Code du document - Colonnes 5 à 8.

Dans les colonnes 5 à 8 de la feuille-réponse, noircissez le nombre correspondant au code qui apparaît dans le coin supérieur droit du questionnaire.

4. Votre âge - Colonnes 9 et 10.

Inscrivez l'âge que vous avez eu à votre dernière anniversaire ici \_\_\_\_\_, et noircissez les chiffres correspondants dans les colonnes 9 et 10 de la feuille-réponse.

5. Votre sexe - Colonne 11.

0	Homme	- Noircir 0 à la colonne 11
1	Femme	- Noircir 1 à la colonne 11

.../3

6. What is your present marital status?
- 0 Single (Never been married) - Blacken 0 in Column 12.
  - 1 Married - Blacken 1 in Column 12.
  - 2 Separated - Blacken 2 in Column 12.
  - 3 Divorced - Blacken 3 in Column 12.
  - 4 Widowed - Blacken 4 in Column 12.
7. Is your spouse, or the person of the opposite sex with whom you have a close relationship (engaged, living together, going 'steady') a member of the CF?
- 0 Don't have such a relationship with anyone. - Blacken 0 in Column 13.
  - 1 No, person is not a serving member. - Blacken 1 in Column 13.
  - 2 Yes, person is a serving member. - Blacken 2 in Column 13.
8. If you blackened 1 (the second response) in question 7 above, what is the current employment status of the person referred to?
- 0 Not employed/Not seeking employment - Blacken 0 in Column 14.
  - 1 Not employed/seeking employment - Blacken 1 in Column 14.
  - 2 Employed part-time - Blacken 2 in Column 14.
  - 3 Employed full-time - Blacken 3 in Column 14.
  - 4 Student - Blacken 4 in Column 14.
9. Print the number of dependent children you have living at home \_\_\_\_\_ and blacken that number in column 15 of the answer sheet. Blacken 9 if you have 9 or more dependent children.
10. What is your primary official language?
- 0 English - Blacken 0 in Column 16.
  - 1 French - Blacken 1 in Column 16.
11. What was your last completed level of education?
- 0 Grade 8 or less - Blacken 0 in Column 17.
  - 1 Grade 9 - Blacken 1 in Column 17.
  - 2 Grade 10 - Blacken 2 in Column 17.
  - 3 Grade 11 - Blacken 3 in Column 17.
  - 4 Grade 12 or 13 - Blacken 4 in Column 17.
  - 5 Some vocational, technical, community college or university course. - Blacken 5 in Column 17.
  - 6 Completed vocational, technical or community college course. - Blacken 6 in Column 17.
  - 7 Completed a university degree - Blacken 7 in Column 17.

6. Quel est votre état civil actuel?
- 0 Célibataire (jamais marié(e)) - Noircir 0 à la colonne 12
  - 1 Marié(e) - Noircir 1 à la colonne 12
  - 2 Séparé(e) - Noircir 2 à la colonne 12
  - 3 Divorcé(e) - Noircir 3 à la colonne 12
  - 4 Veuf(ve) - Noircir 4 à la colonne 12
7. Votre conjoint(e), ou la personne du sexe opposé avec qui vous entretenez des relations étroites (si vous êtes fiancés, époux(épouse) de droit commun, sérieusement amoureux, etc) est-il(elle) membre des FC?
- 0 Je n'entretiens ce genre de relation avec personne. - Noircir 0 à la colonne 13
  - 1 Non, il (elle) ne fait pas partie du cadre actif. - Noircir 1 à la colonne 13
  - 2 Oui, il (elle) fait partie du cadre actif. - Noircir 2 à la colonne 13
8. Si vous avez noirci le numéro 1 (le deuxième choix) à la question numéro 7, quelle est l'occupation de la personne en question?
- 0 Sans emploi/pas à la recherche d'un emploi - Noircir 0 à la colonne 14
  - 1 Sans emploi/à la recherche d'un emploi - Noircir 1 à la colonne 14
  - 2 Employé(e) à temps partiel - Noircir 2 à la colonne 14
  - 3 Employé(e) à temps plein - Noircir 3 à la colonne 14
  - 4 Étudiante - Noircir 4 à la colonne 14
9. Inscrivez le nombre d'enfants à votre charge vivant à la maison \_\_\_\_\_, et noircir le nombre correspondant dans la colonne 15 de la feuille-réponse. Noircissez le numéro 9 si vous avez au moins 9 enfants à votre charge.
10. Quelle langue officielle employez-vous le plus couramment?
- 0 Anglais - Noircir 0 à la colonne 16
  - 1 Français - Noircir 1 à la colonne 16
11. Quel niveau de scolarité avez-vous atteint?
- 0 8<sup>ème</sup> année ou moins - Noircir 0 à la colonne 17
  - 1 9<sup>ème</sup> année - Noircir 1 à la colonne 17
  - 2 10<sup>ème</sup> année - Noircir 2 à la colonne 17
  - 3 11<sup>ème</sup> année - Noircir 3 à la colonne 17
  - 4 12<sup>ème</sup> ou 13<sup>ème</sup> année - Noircir 4 à la colonne 17
  - 5 Quelques cours techniques, de formation professionnelle, ou encore de niveau collégial ou universitaire - Noircir 5 à la colonne 17
  - 6 Cour technique, de formation professionnelle, ou encore de niveau collégial (CEGEP) complet. - Noircir 6 à la colonne 17
  - 7 Diplôme universitaire - Noircir 7 à la colonne 17

12. Which is your present rank? Blacken the number in column 18 or 19 that represents your present rank. Blacken only one number in column 18 or 19.

0 General	- Blacken 0 in Column 18
1 Colonel	- Blacken 1 in Column 18
2 Lieutenant-Colonel	- Blacken 2 in Column 18
3 Major	- Blacken 3 in Column 18
4 Captain	- Blacken 4 in Column 18
5 Lieutenant	- Blacken 5 in Column 18
6 Second Lieutenant	- Blacken 6 in Column 18
7 OCdt	- Blacken 7 in Column 18
0 Chief Warrant Officer	- Blacken 0 in Column 19
1 Master Warrant Officer	- Blacken 1 in Column 19
2 Warrant Officer	- Blacken 2 in Column 19
3 Sergeant	- Blacken 3 in Column 19
4 Master Corporal	- Blacken 4 in Column 19
5 Corporal	- Blacken 5 in Column 19
6 Private (Trained)	- Blacken 6 in Column 19
7 Private (Untrained)	- Blacken 7 in Column 19
8 Private (Recruit)	- Blacken 8 in Column 19

SKIP COLUMN 20

13. Print your trade or classification MOC number \_\_\_\_\_.

If you are an "other rank" blacken the appropriate numbers in Columns 21, 22 and 23. Example: If you are Infantry you would mark 031.

If you are an "officer" blacken the two digit number in Columns 22 and 23. Do not mark Column 21. For example, if you are an Armoured officer you would mark 2 in Column 22 and 1 in Column 23 and leave Column 21 blank.

14. Print the number of years you have been in the Canadian Forces \_\_\_\_\_.

Blacken the appropriate numbers in Columns 24 and 25. For example, if you have been in the CF 9 years, mark 0 in column 24 and 9 in column 25.

15. Print the number of years you have held your current rank \_\_\_\_\_.

Blacken the appropriate numbers in Columns 26 and 27. For example, if you have been in your current rank 3 years, mark 0 in column 26 and 3 in column 27.

12. Quel est votre grade? Noircissez le chiffre à la colonne 18, ou 19 qui représente votre grade actuel. Noircissez un chiffre seulement à la colonne 18 ou 19.

0	Général	- Noircir 1 à la colonne 18
1	Colonel	- Noircir 2 à la colonne 18
2	Lieutenant-colonel	- Noircir 3 à la colonne 18
3	Major	- Noircir 4 à la colonne 18
4	Capitaine	- Noircir 5 à la colonne 18
5	Lieutenant	- Noircir 6 à la colonne 18
6	Sous-lieutenant	- Noircir 7 à la colonne 18
7	Elève-officier	- Noircir 8 à la colonne 18
0	Adjudant-chef	- Noircir 1 à la colonne 19
1	Adjudant-maître	- Noircir 2 à la colonne 19
2	Adjudant	- Noircir 3 à la colonne 19
3	Sergent	- Noircir 4 à la colonne 19
4	Caporal-chef	- Noircir 5 à la colonne 19
5	Caporal	- Noircir 6 à la colonne 19
6	Soldat (entraîné)	- Noircir 7 à la colonne 19
7	Soldat (non-entraîné)	- Noircir 8 à la colonne 19
8	Soldat (recrue)	- Noircir 9 à la colonne 19

PASSEZ LA COLONNE 20

13. Inscrire le code d'emploi militaire (CEM) de votre métier ou de votre classification \_\_\_\_\_.

Si vous êtes "non-officier", noircissez les chiffres appropriés dans les colonnes 21, 22 et 23. Si vous faites partie de l'infanterie, vous inscrivez 031.

Si vous êtes "officier", noircissez les deux chiffres appropriés dans les colonnes 22 et 23, mais n'inscrivez rien à la colonne 21. Par exemple, si vous faites partie des blindés, vous noircissez 2 dans la colonne 22 et 1 dans la colonne 23, et laissez la colonne 21 en blanc.

14. Inscrivez le nombre d'années que vous avez passées dans les Forces canadiennes \_\_\_\_\_.

Noircissez les chiffres appropriés dans les colonnes 24 et 25; par exemple, si vous avez passé 9 années dans les FC, noircissez 0 dans la colonne 24 et 9 dans la colonne 25.

16. How many servicewomen have worked for you during your career in the Canadian Forces?

- |                |                          |
|----------------|--------------------------|
| 0 None         | - Blacken 0 in Column 28 |
| 1 One          | - Blacken 1 in Column 28 |
| 2 Two          | - Blacken 2 in Column 28 |
| 3 Three        | - Blacken 3 in Column 28 |
| 4 Four         | - Blacken 4 in Column 28 |
| 5 Five or more | - Blacken 5 in Column 28 |

17. How many servicewomen have you worked for during your career in the Canadian Forces?

- |                |                          |
|----------------|--------------------------|
| 0 None         | - Blacken 0 in Column 29 |
| 1 One          | - Blacken 1 in Column 29 |
| 2 Two          | - Blacken 2 in Column 29 |
| 3 Three        | - Blacken 3 in Column 29 |
| 4 Four         | - Blacken 4 in Column 29 |
| 5 Five or more | - Blacken 5 in Column 29 |

18. How many servicewomen have you worked with (at the same rank or responsibility level) in the Canadian Forces?

- |                |                          |
|----------------|--------------------------|
| 0 None         | - Blacken 0 in Column 30 |
| 1 One          | - Blacken 1 in Column 30 |
| 2 Two          | - Blacken 2 in Column 30 |
| 3 Three        | - Blacken 3 in Column 30 |
| 4 Four         | - Blacken 4 in Column 30 |
| 5 Five or more | - Blacken 5 in Column 30 |

19. Print your four digit unit identification code (UIC) here \_\_\_\_\_.

Blacken the appropriate numbers in Columns 31 through 34. Your room supervisor will tell you your UIC if you do not know it.

YOU HAVE NOW COMPLETED PART I

PLEASE TURN THE PAGE

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15. Inscrivez depuis combien d'années vous détenez le même grade \_\_\_\_\_.

Noircissez les chiffres appropriés dans les colonnes 26 et 27; par exemple, si vous avez le même grade depuis trois ans, vous noircissez 0 dans la colonne 26 et 3 dans la colonne 27.

16. Combien de militaires de sexe féminin ont travaillé sous votre direction durant votre carrière dans les Forces canadiennes?

0	Aucun.	- Noircir 0 dans la colonne 28
1	Un.	- Noircir 1 dans la colonne 28
2	Deux.	- Noircir 2 dans la colonne 28
3	Trois.	- Noircir 3 dans la colonne 28
4	Quatre.	- Noircir 4 dans la colonne 28
5	Au moins cinq.	- Noircir 5 dans la colonne 28

17. De combien de militaires de sexe féminin avez-vous relevé au cours de votre carrière dans les Forces canadiennes?

0	Aucun.	- Noircir 0 dans la colonne 29
1	Un.	- Noircir 1 dans la colonne 29
2	Deux.	- Noircir 2 dans la colonne 29
3	Trois.	- Noircir 3 dans la colonne 29
4	Quatre.	- Noircir 4 dans la colonne 29
5	Au moins cinq.	- Noircir 5 dans la colonne 29

18. Aux côtés de combien de militaires de sexe féminin avez-vous travaillé (femmes ayant le même grade ou les mêmes responsabilités) dans les Forces canadiennes?

0	Aucun.	- Noircir 0 dans la colonne 30
1	Un.	- Noircir 1 dans la colonne 30
2	Deux.	- Noircir 2 dans la colonne 30
3	Trois.	- Noircir 3 dans la colonne 30
4	Quatre.	- Noircir 4 dans la colonne 30
5	Au moins cinq.	- Noircir 5 dans la colonne 30

19. Inscrivez les quatre chiffres de votre code d'identification d'unité (CIU) \_\_\_\_\_.

Noircissez les chiffres appropriés dans les colonnes 31 à 34. Le surveillant de peut vous donner votre CIU si vous ne le connaissez pas.

VOUS AVEZ MAINTENANT TERMINÉ LA PREMIÈRE PARTIE

VEUILLEZ TOURNER LA PAGE

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PART II

Rotate your answer sheet so that "SURVEY RESPONSES - RESPONSES DU SONDAGE" is at the top. Note that there are 75 lines of circled numbers in this part of the answer sheet.

The following questions have to do with the performance of the particular subordinate shown on the card at the top of this page, who is under your supervision. You are being asked to complete this questionnaire for research purposes. Your answers will be held in strictest confidence and will not be revealed to your subordinate or to anyone who is in a position to influence his/her career. You or your subordinate will never be identified individually. Please answer as frankly and completely as possible. Circle the number next to your choice and blacken the same number on the answer sheet that corresponds to your answer.

1. This individual has the potential to function:

- |   |                           |
|---|---------------------------|
| 1 only at a level below his/her current rank      | - Blacken 1 in question 1 |
| 2 only at his/her current rank                    | - Blacken 2 in question 1 |
| 3 one level above his/her current rank            | - Blacken 3 in question 1 |
| 4 two levels above his/her current rank           | - Blacken 4 in question 1 |
| 5 three or more levels above his/her current rank | - Blacken 5 in question 1 |

2. I expect that this individual will advance in the Canadian Forces over the next five years:

- |                               |                           |
|-------------------------------|---------------------------|
| 1 much more quickly than most | - Blacken 1 in question 2 |
| 2 more quickly than most      | - Blacken 2 in question 2 |
| 3 at a normal rate            | - Blacken 3 in question 2 |
| 4 less quickly than most      | - Blacken 4 in question 2 |
| 5 much less quickly than most | - Blacken 5 in question 2 |

3. I feel that the leadership potential of this individual compared with his/her peers is:

- |                  |                           |
|------------------|---------------------------|
| 1 extremely high | - Blacken 1 in question 3 |
| 2 high           | - Blacken 2 in question 3 |
| 3 average        | - Blacken 3 in question 3 |
| 4 low            | - Blacken 4 in question 3 |
| 5 extremely low  | - Blacken 5 in question 3 |

.../7

DEUXIÈME PARTIE

Tournez votre feuille-réponse de façon que le titre "SURVEY RESPONSES - RÉPONSES AU SONDAGE" figure au haut de la page. Veuillez noter que cette partie de la feuille-réponse compte 75 lignes de nombres encerclés.

Les questions qui suivent se rapportent au rendement de l'employé(e) dont le nom apparaît sur la fiche au haut de la page, et que vous dirigez. Vous répondez au présent questionnaire à des fins de recherche. Vos réponses resteront strictement confidentielles et ne seront divulguées ni à l'employé(e) en question, ni à quiconque pouvant influencer le cours de sa carrière. En outre, votre identité, ou celle de l'employé(e), ne sera jamais dévoilée. Veuillez donc répondre avec autant de franchise et de précision que possible. Encerchez le chiffre précédant la réponse choisie et noircissez sur la feuille-réponse le chiffre encerclé correspondant.

1. Cette personne possède les aptitudes nécessaires pour travailler:
  - 1 seulement à un échelon au-dessous de son grade actuel - Noircir 1 à la question 1
  - 2 seulement à son grade actuel - Noircir 2 à la question 1
  - 3 à un échelon au-dessus de son grade actuel - Noircir 3 à la question 1
  - 4 à deux échelons au-dessus de son grade actuel - Noircir 4 à la question 1
  - 5 à au moins trois échelons au-dessus de son grade actuel - Noircir 5 à la question 1
  
2. Je prévois qu'au cours des 5 prochaines années cette personne obtiendra de l'avancement dans les Forces canadiennes:
  - 1 beaucoup plus rapidement que la majorité - Noircir 1 à la question 2
  - 2 plus rapidement que la majorité - Noircir 2 à la question 2
  - 3 à un rythme normal - Noircir 3 à la question 2
  - 4 moins rapidement que la majorité - Noircir 4 à la question 2
  - 5 beaucoup moins rapidement que la majorité - Noircir 5 à la question 2
  
3. Je crois que, par rapport celle de ses collègues, l'aptitude à commander de cette personne est:
  - 1 très grande - Noircir 1 à la question 3
  - 2 grande - Noircir 2 à la question 3
  - 3 moyenne - Noircir 3 à la question 3
  - 4 faible - Noircir 4 à la question 3
  - 5 très faible - Noircir 5 à la question 3

.../7

4. I feel that this individual's ability to take on more responsibility in the Canadian Forces is:

- |                  |                           |
|------------------|---------------------------|
| 1 extremely high | - Blacken 1 in question 4 |
| 2 high           | - Blacken 2 in question 4 |
| 3 average        | - Blacken 3 in question 4 |
| 4 low            | - Blacken 4 in question 4 |
| 5 extremely low  | - Blacken 5 in question 4 |

5. I feel this individual either can or has the potential to carry out:

- |   |                           |
|---|---------------------------|
| 1 all of the difficult tasks required in his/her trade      | - Blacken 1 in question 5 |
| 2 most of the difficult tasks required in his/her trade     | - Blacken 2 in question 5 |
| 3 some of the difficult tasks required in his/her trade     | - Blacken 3 in question 5 |
| 4 few of the difficult tasks required in his/her trade      | - Blacken 4 in question 5 |
| 5 very few of the difficult tasks required in his/her trade | - Blacken 5 in question 5 |

For the following two statements circle the number that best describes your answer and blacken the same number for each question on the answer sheet.

If this individual were performing just below acceptable standard at work, I would rate the importance of each of the causes listed below on a five point scale as follows:

Remember that performance just below acceptable standard can be due to more than one cause.

	not at all important as a cause		moderately important as a cause		extremely important as a cause
6. lack of ability	1	2	3	4	5
7. bad luck	1	2	3	4	5
8. difficult job	1	2	3	4	5
9. lack of effort	1	2	3	4	5
10. the sex of this individual	1	2	3	4	5

.../8

~~4~~  
CONFIDENTIEL  
(Une fois rempli)

SpM

- 7 -

4. Je crois que l'aptitude de cette personne à assumer de plus grandes responsabilités au sein des Forces canadiennes est:

- |   |             |                             |
|---|-------------|-----------------------------|
| 1 | très grande | - Noircir 1 à la question 4 |
| 2 | grande      | - Noircir 2 à la question 4 |
| 3 | moyenne     | - Noircir 3 à la question 4 |
| 4 | faible      | - Noircir 4 à la question 4 |
| 5 | très faible | - Noircir 5 à la question 4 |

5. Je crois que cette personne possède ou peut acquérir les aptitudes nécessaires pour s'acquitter de:

- |   |  |                             |
|---|--|-----------------------------|
| 1 | toutes les tâches difficiles reliées à son métier        | - Noircir 1 à la question 5 |
| 2 | la plupart des tâches difficiles reliées à son métier    | - Noircir 2 à la question 5 |
| 3 | certaines des tâches difficiles reliées à son métier     | - Noircir 3 à la question 5 |
| 4 | quelques unes des tâches difficiles reliées à son métier | - Noircir 4 à la question 5 |
| 5 | très peu des tâches difficiles reliées à son métier      | - Noircir 5 à la question 5 |

Encerclez le chiffre qui correspond à celui des deux énoncés suivants qui décrit le mieux votre opinion et noircissez le même chiffre sur la feuille-réponse.

Si cette personne donnait un rendement légèrement inférieur à la norme, j'évaluerais, sur une échelle de 1 à 5, l'importance relative de chacune des causes énumérées ci-dessous comme suit:

N'oubliez pas qu'un rendement légèrement inférieur à la norme peut être attribuable à plusieurs causes à la fois.

	<u>Cause sans importance</u>	<u>Cause assez importante</u>	<u>Cause extrêmement importante</u>		
6.	Manque d'aptitudes	1	2	3	4 5
7.	Malchance	1	2	3	4 5
8.	Tâche difficile	1	2	3	4 5
9.	Manque d'efforts	1	2	3	4 5
10.	Son sexe	1	2	3	4 5

.../8

CONFIDENTIEL  
(Une fois rempli)

If this individual were showing outstanding performance at work, I would rate the importance of each of the causes listed below on a five point scale as follows:

Remember that outstanding performance can be due to more than one cause.

	not at all important as a cause		moderately important as a cause		extremely important as a cause
11. ability	1	2	3	4	5
12. good luck	1	2	3	4	5
13. easy job	1	2	3	4	5
14. hard work	1	2	3	4	5
15. the sex of this individual	1	2	3	4	5

16. The likelihood of this individual making a career of the Canadian Forces and remaining in the service until retirement age is:

- |                          |                            |
|--------------------------|----------------------------|
| 1 extremely high         | - Blacken 1 in question 16 |
| 2 high                   | - Blacken 2 in question 16 |
| 3 no different from most | - Blacken 3 in question 16 |
| 4 low                    | - Blacken 4 in question 16 |
| 5 extremely low          | - Blacken 5 in question 16 |

17. I would let performance from this person that was just below acceptable standard pass unmentioned:

- |                             |                            |
|-----------------------------|----------------------------|
| 1 less than 1% of the time  | - Blacken 1 in question 17 |
| 2 less than 5% of the time  | - Blacken 2 in question 17 |
| 3 less than 10% of the time | - Blacken 3 in question 17 |
| 4 less than 20% of the time | - Blacken 4 in question 17 |
| 5 20% or more of the time   | - Blacken 5 in question 17 |

18. If this individual had enough money to live as comfortably as he/she would like for the rest of his/her life (e.g. won a lottery), would he/she continue to work in the CF?

- |                    |                            |
|--------------------|----------------------------|
| 1 definitely yes   | - Blacken 1 in question 18 |
| 2 more than likely | - Blacken 2 in question 18 |
| 3 not sure         | - Blacken 3 in question 18 |
| 4 not likely       | - Blacken 4 in question 18 |
| 5 definitely no    | - Blacken 5 in question 18 |

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Si cette personne donnait un rendement exceptionnel au travail, j'évaluerais, sur une échelle de 1 à 5, l'importance relative de chacune des causes énumérées ci-dessous comme il suit:

N'oubliez pas que le rendement exceptionnel peut être attribuable à plusieurs causes à la fois.

	<u>Cause sans importance</u>	<u>Cause assez importante</u>	<u>Cause extrêmement importante</u>	
11. Aptitudes	1	2	3	4 5
12. Chance	1	2	3	4 5
13. Tâche facile	1	2	3	4 5
14. Efforts	1	2	3	4 5
15. Son sexe	1	2	3	4 5
16. La probabilité que cette personne fasse carrière dans les Forces canadiennes et qu'elle y reste jusqu'au moment de la retraite est:				
1 très grande				- Noircir 1 à la question 16
2 grande				- Noircir 2 à la question 16
3 moyenne				- Noircir 3 à la question 16
4 faible				- Noircir 4 à la question 16
5 très faible				- Noircir 5 à la question 16
17. Je passerais sous silence les périodes où le rendement de cette personne est légèrement inférieur à la norme, et ce:				
1 moins de 1% du temps				- Noircir 1 à la question 17
2 moins de 5% du temps				- Noircir 2 à la question 17
3 moins de 10% du temps				- Noircir 3 à la question 17
4 moins de 20% du temps				- Noircir 4 à la question 17
5 20% du temps ou davantage				- Noircir 5 à la question 17
18. Si cette personne avait les moyens de vivre confortablement pour le reste de ses jours (par exemple si elle gagnait à la loterie), continuerait-elle à travailler dans les FC?				
1 Très certainement.				- Noircir 1 à la question 18
2 Très probablement.				- Noircir 2 à la question 18
3 Je ne suis pas sûr.				- Noircir 3 à la question 18
4 Peu probable.				- Noircir 4 à la question 18
5 Certainement pas.				- Noircir 5 à la question 18

.../9

19. This individual is:

- |                              |                            |
|------------------------------|----------------------------|
| 1 strongly motivated         | - Blacken 1 in question 19 |
| 2 motivated                  | - Blacken 2 in question 19 |
| 3 not particularly motivated | - Blacken 3 in question 19 |
| 4 not at all motivated       | - Blacken 4 in question 19 |

to do his/her job well.

20. I would let outstanding performance from this person pass unmentioned:

- |                             |                            |
|-----------------------------|----------------------------|
| 1 less than 1% of the time  | - Blacken 1 in question 20 |
| 2 less than 5% of the time  | - Blacken 2 in question 20 |
| 3 less than 10% of the time | - Blacken 3 in question 20 |
| 4 less than 20% of the time | - Blacken 4 in question 20 |
| 5 20% or more of the time   | - Blacken 5 in question 20 |

21. If this individual were showing outstanding performance I would:

- |  |                            |
|--|----------------------------|
| 1 recommend strongly that he/she be promoted   | - Blacken 1 in question 21 |
| 2 recommend that he/she be promoted            | - Blacken 2 in question 21 |
| 3 not likely recommend that he/she be promoted | - Blacken 3 in question 21 |
| 4 not recommend that he/she be promoted        | - Blacken 4 in question 21 |

22. If it were within my power, and this individual were showing outstanding performance I would recommend:

- |                                |                            |
|--------------------------------|----------------------------|
| 1 a very large salary increase | - Blacken 1 in question 22 |
| 2 a large salary increase      | - Blacken 2 in question 22 |
| 3 a moderate salary increase   | - Blacken 3 in question 22 |
| 4 a slight salary increase     | - Blacken 4 in question 22 |
| 5 no salary increase           | - Blacken 5 in question 22 |

23. If this individual were performing just below acceptable standard I would:

- |   |                            |
|---|----------------------------|
| 1 accept it, as it is hard enough for him                     | - Blacken 1 in question 23 |
| 2 accept it, but hope that it would improve                   | - Blacken 2 in question 23 |
| 3 mention in passing, that he/she should improve              | - Blacken 3 in question 23 |
| 4 counsel him/her to improve, but not note it on his/her file | - Blacken 4 in question 23 |
| 5 counsel him/her to improve, and note it on his/her file     | - Blacken 5 in question 23 |

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19. Cette personne est:
- |   |                              |                              |
|---|------------------------------|------------------------------|
| 1 | très motivée                 | - Noircir 1 à la question 19 |
| 2 | motivée                      | - Noircir 2 à la question 19 |
| 3 | pas particulièrement motivée | - Noircir 3 à la question 19 |
| 4 | pas de tout motivée          | - Noircir 4 à la question 19 |
- à bien faire son travail.
20. Je ne tiendrais pas compte du rendement exceptionnel que peut donner cette personne, et ce:
- |   |                            |                              |
|---|----------------------------|------------------------------|
| 1 | moins de 1% du temps.      | - Noircir 1 à la question 20 |
| 2 | moins de 5% du temps.      | - Noircir 2 à la question 20 |
| 3 | moins de 10% du temps.     | - Noircir 3 à la question 20 |
| 4 | moins de 20% du temps.     | - Noircir 4 à la question 20 |
| 5 | 20% du temps ou davantage. | - Noircir 5 à la question 20 |
21. Si cette personne donnait un rendement exceptionnel:
- |   |  |                              |
|---|--|------------------------------|
| 1 | je recommanderais fortement qu'elle soit promue.           | - Noircir 1 à la question 21 |
| 2 | je recommanderais qu'elle soit promue.                     | - Noircir 2 à la question 21 |
| 3 | je ne recommanderais pas qu'elle soit promue.              | - Noircir 3 à la question 21 |
| 4 | je ne recommanderais certainement pas qu'elle soit promue. | - Noircir 4 à la question 21 |
22. Si cela m'en tenait qu'à moi et que cette personne donnait un rendement exceptionnel, je recommanderais qu'elle obtienne:
- |   |  |                              |
|---|--|------------------------------|
| 1 | une très grosse augmentation de salaire. | - Noircir 1 à la question 22 |
| 2 | une grosse augmentation de salaire.      | - Noircir 2 à la question 22 |
| 3 | une augmentation de salaire moyenne.     | - Noircir 3 à la question 22 |
| 4 | une petite augmentation de salaire.      | - Noircir 4 à la question 22 |
| 5 | pas d'augmentation de salaire.           | - Noircir 5 à la question 22 |

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24. At work I give this individual:

- |  |                            |
|--|----------------------------|
| 1 all of the difficult tasks that his/her peers in a similar job are expected to do      | - Blacken 1 in question 24 |
| 2 most of the difficult tasks that his/her peers in a similar job are expected to do     | - Blacken 2 in question 24 |
| 3 some of the difficult tasks that his/her peers in a similar job are expected to do     | - Blacken 3 in question 24 |
| 4 not many of the difficult tasks that his/her peers in a similar job are expected to do | - Blacken 4 in question 24 |
| 5 a few of the difficult tasks that his/her peers in a similar job are expected to do    | - Blacken 5 in question 24 |

.../11

23. Si le rendement de cette personne se situait légèrement en-dessous de la norme:

- |   |   |                              |
|---|---|------------------------------|
| 1 | j'accepterais la situation, considérant qu'elle est déjà bien assez difficile pour lui. | - Noircir 1 à la question 23 |
| 2 | j'accepterais la situation, mais j'espérerais que son rendement s'amélioré.             | - Noircir 2 à la question 23 |
| 3 | je lui soulignerais en passant qu'elle doit améliorer son rendement.                    | - Noircir 3 à la question 23 |
| 4 | je lui conseillerais de s'améliorer, mais je ne le mentionnerais pas dans son dossier.  | - Noircir 4 à la question 23 |
| 5 | je lui conseillerais de s'améliorer et je le noterais dans son dossier.                 | - Noircir 5 à la question 23 |

24. Au travail, j'assigne à cette personne:

- |     |  |                              |
|-----|--|------------------------------|
| (1) | toutes les tâches difficiles que les personnes occupant un poste semblable doivent remplir.            | - Noircir 1 à la question 26 |
| (2) | la plupart des tâches difficiles que doivent remplir les personnes occupant un poste semblable.        | - Noircir 2 à la question 26 |
| (3) | un certain nombre des tâches difficiles que doivent remplir les personnes occupant un poste semblable. | - Noircir 3 à la question 26 |
| (4) | quelques-unes des tâches difficiles que doivent remplir les personnes occupant un poste semblable.     | - Noircir 4 à la question 26 |
| (5) | peu des tâches difficiles que doivent remplir les personnes occupant un poste semblable.               | - Noircir 5 à la question 26 |

For the following two statements circle the number that best describes your answer and blacken the same number for each question on the answer sheet.

I would be prepared to place this individual in positions that could be described as:

	<u>Definitely Yes</u>	<u>Yes</u>	<u>Don't Know</u>	<u>No</u>	<u>Definitely No</u>
25. Support	1	2	3	4	5
26. Responsible	1	2	3	4	5
27. Supervisory	1	2	3	4	5
28. High Profile	1	2	3	4	5
29. Stressful	1	2	3	4	5
30. Dangerous	1	2	3	4	5
31. Vital	1	2	3	4	5
32. Physically Difficult	1	2	3	4	5
33. Combat	1	2	3	4	5
34. People-oriented	1	2	3	4	5
35. Technical	1	2	3	4	5
36. Complex	1	2	3	4	5
37. Administrative	1	2	3	4	5
38. Command	1	2	3	4	5

Encerclez pour les deux énoncés qui suivent le chiffre qui décrit le mieux votre opinion et noircissez le même chiffre sur la feuille-réponse.

Je n'hésiterais pas à confier à cette personne un poste décrit comme:

	<u>Assurément</u>	<u>Oui</u>	<u>Ne sais pas</u>	<u>Non</u>	<u>Certainement pas</u>
25. de soutien.	1	2	3	4	5
26. de responsabilité.	1	2	3	4	5
27. de surveillance.	1	2	3	4	5
28. de prestige.	1	2	3	4	5
29. stressant.	1	2	3	4	5
30. dangereux.	1	2	3	4	5
31. d'importance vitale.	1	2	3	4	5
32. exigeant du point de vue physique.	1	2	3	4	5
33. de combat.	1	2	3	4	5
34. du domaine des relations publiques.	1	2	3	4	5
35. technique.	1	2	3	4	5
36. compliqué.	1	2	3	4	5
37. administratif.	1	2	3	4	5
38. de commandement.	1	2	3	4	5

.../12

I would classify the kind of work this individual is required to do in his/her position on each of the five point scales as follows:

- |     |                      |   |   |   |                          |
|-----|----------------------|---|---|---|--------------------------|
| 39. | high profile<br>1    | 2 | 3 | 4 | low profile<br>5         |
| 40. | operational<br>1     | 2 | 3 | 4 | non-operational<br>5     |
| 41. | combat<br>1          | 2 | 3 | 4 | non-combat<br>5          |
| 42. | exciting<br>1        | 2 | 3 | 4 | dull<br>5                |
| 43. | routine<br>1         | 2 | 3 | 4 | constantly changing<br>5 |
| 44. | front line<br>1      | 2 | 3 | 4 | rear support<br>5        |
| 45. | technical<br>1       | 2 | 3 | 4 | non-technical<br>5       |
| 46. | high status<br>1     | 2 | 3 | 4 | low status<br>5          |
| 47. | important<br>1       | 2 | 3 | 4 | not important<br>5       |
| 48. | complex<br>1         | 2 | 3 | 4 | not complex<br>5         |
| 49. | stressful<br>1       | 2 | 3 | 4 | not stressful<br>5       |
| 50. | people-oriented<br>1 | 2 | 3 | 4 | not people-oriented<br>5 |
| 51. | dangerous<br>1       | 2 | 3 | 4 | not dangerous<br>5       |

.../13

Sur une échelle de 1 à 5, je considère que les tâches reliées à mon poste sont:

39.	très en vue	1	2	3	4	très peu en vue	5
40.	opérationnelles	1	2	3	4	non opérationnelles	5
41.	de combat	1	2	3	4	non reliées au combat	5
42.	passionnantes	1	2	3	4	ennuyantes	5
43.	monotomes	1	2	3	4	variées	5
44.	de première ligne	1	2	3	4	de soutien de la zone arrière	5
45.	techniques	1	2	3	4	non techniques	5
46.	de prestige	1	2	3	4	sans prestige	5
47.	importantes	1	2	3	4	sans importance	5
48.	compliquées	1	2	3	4	sans complication	5
49.	stressantes	1	2	3	4	non stressantes	5
50.	de relations publiques	1	2	3	4	sans relations avec le public	5
51.	dangereuses	1	2	3	4	non dangereuses	5

.../13

**TURN YOUR ANSWER SHEET SO THAT BIOGRAPHICAL INFORMATION - DONNÉES  
BIOGRAPHIQUES IS IN THE TOP RIGHT-HAND CORNER**

52. This person works unsupervised \_\_\_\_\_ percent of the time.

Print the percentage in the space and blacken the appropriate numbers in columns 37 and 38. For example, if this individual works unsupervised 5 percent of the time, mark 0 in column 37 and mark 5 in column 38. (Maximum 99 percent.)

53. More specifically, this person requires my direct supervision \_\_\_\_\_ percent of the time.

Print the percentage in the space and blacken the appropriate numbers in columns 39 and 40. For example, if this person requires direct supervision 5 percent of the time, mark 0 in column 39 and 5 in column 40. (Maximum 99 percent.)

54. I would classify the kind of work that this individual is required to do in his/her position as being:

- |   |                          |
|---|--------------------------|
| 0 traditionally women's work                    | - Blacken 0 in column 41 |
| 1 work traditionally done by both men and women | - Blacken 1 in column 41 |
| 2 traditionally men's work                      | - Blacken 2 in column 41 |

YOU HAVE NOW COMPLETED PART II

Please detach the card on which your subordinate's name is written and destroy it.

Hand in the survey booklet and answer sheet in the envelope provided, and obtain Envelope II for completion.

TOURNEZ VOTRE FEUILLE-RÉPONSE DE FAÇON QUE LE TITRE

"BIOGRAPHICAL INFORMATION - DONNÉES BIOGRAPHIQUES"

FIGURE DANS LE COIN SUPÉRIEUR DROIT

52. Cette personne travaille sans surveillance \_\_\_\_ p. cent du temps.

Inscrivez le chiffre approprié dans l'espace ci-dessus et noircissez les chiffres correspondants dans les colonnes 37 et 38 de la feuille-réponse. Par exemple, si cette personne travaille en autonomie 5 p. cent du temps, noircissez 0 dans la colonne 37 et 5 dans la colonne 38 (pour un maximum de 99 p. cent).

53. Plus particulièrement, je dois superviser directement le travail de cette personne \_\_\_\_ p. cent du temps.

Inscrivez le chiffre approprié dans l'espace ci-dessus et noircissez les chiffres correspondants dans les colonnes 39 et 40 de la feuille-réponse. Par exemple, si vous devez superviser directement le travail de la personne en question durant 5 p. cent du temps, noircissez 0 dans la colonne 39 et 5 dans la colonne 40 (pour un maximum de 99 p. cent).

54. Je qualifierais les tâches reliées au poste de cette personne de:

- |   |  |                             |
|---|--|-----------------------------|
| 0 | traditionnellement réservées aux femmes                  | - Noircir 1 à la colonne 41 |
| 1 | traditionnellement assignées aux hommes comme aux femmes | - Noircir 2 à la colonne 41 |
| 2 | traditionnellement réservées aux hommes                  | - Noircir 3 à la colonne 41 |

VOUS AVEZ MAINTENANT TERMINÉ LA DEUXIÈME PARTIE

Veillez détacher la feuille sur laquelle figure le nom de votre subalterne et la déchirer.

APPENDIX B3

Supervisors' Expectancy Questionnaire - Form SpF

CONFIDENTIAL  
(When Completed)

SpF

This survey is part of a study examining supervisors' expectations for their subordinates, and subordinates' expectations for their own career in the CF. It contains a number of questions dealing with your background and experience and some questions on a particular subordinate you have or have had under your supervision. The particular subordinate discussed in this survey has been or will be asked many similarly worded questions. In a second set of questions we are seeking your views on the rights and roles of women in society. You are asked not to discuss the answers you gave to this survey until your subordinate has also completed the questionnaire. Your answers will be held in the strictest confidence and you or your subordinate will NEVER be identified in any reports that are prepared from the questionnaire answers.

The information is being gathered for RESEARCH PURPOSES ONLY. Your honest and careful answers to each question will be greatly appreciated. Your participation in this project is STRICTLY VOLUNTARY. Should you decide not to participate in this study, the fact that you did not complete this survey will not be revealed to anyone.

In addition to this booklet, you will be provided with an answer sheet which can be machine read and a black lead (HB) pencil with which to record your answers on the sheet.

Read all instructions carefully.

If you have any questions or experience difficulty please ask the room supervisor for assistance. This is not a test. There are no right or wrong answers, and there are no time limits.

.../2

CONFIDENTIAL  
(When Completed)

Le présent sondage fait partie d'une étude visant à déterminer quel avenir les surveillants prévoient pour leurs subordonnés et ce que ces derniers attendent de leur propre carrière dans les Forces canadiennes. Il compte un certain nombre de questions sur vos études et sur votre expérience, ainsi que quelques questions sur le rendement d'une personne que vous dirigez ou que vous avez déjà dirigée. Des questions assez semblables ont été ou seront posées à cette personne. Vous serez aussi invité(e) à exprimer votre opinion sur les droits et les rôles des femmes dans la société. Vous êtes prié(e) de ne pas discuter des réponses données à ce sondage jusqu'à ce que votre subalterne ait aussi rempli le questionnaire. Toutes vos réponses resteront strictement confidentielles et votre nom, ou celui de l'employé(e) en question, ne sera JAMAIS cité dans les rapports rédigés à partir des réponses recueillies.

Les renseignements serviront à des FINS DE RECHERCHE SEULEMENT. Nous vous serions donc reconnaissants de répondre toutes les questions avec franchise et soin. Vous collaborez à ce projet à titre TOUT À FAIT VOLONTAIRE. Si vous ne voulez pas contribuer à la réalisation de l'étude, personne ne saura que vous avez préféré ne pas répondre au questionnaire.

Outre cette brochure, on vous fournira une feuille-réponse lisible à la machine, ainsi qu'un crayon à mine noire (HB).

Lisez attentivement toutes les directives.

Si vous avez des questions à poser ou si vous avez des problèmes, demandez au surveillant de vous aider. Il ne s'agit pas d'un test. Il n'y a donc ni bonne ou mauvaise réponse, ni limite de temps.

.../2

- 2 -

PART I BIOGRAPHICAL INFORMATION

Turn your answer sheet so that the title "Biographical Information/Données Biographiques" appears on the upper right hand side of the page. You will see that there are 56 numbered columns of either circled letters or numbers. In answering the questions that follow, you will be required to do TWO THINGS. First, select the answer which applies to you, and circle the number next to your choice in the survey questionnaire booklet. Next blacken the same number on your answer sheet. In a few cases, you will be required to print a number and blacken an oval, but these are identified by the words "PRINT NUMBER HERE".

Read all of the choices for each question before selecting your answer.

Please mark only one choice for each answer. If you should want to change a response you have marked on your answer sheet, ERASE IT COMPLETELY, and mark the new answer. Please DO NOT put any other marks on your answer sheets.

1. Blacken A in Column 1 because this is the first answer sheet you will be completing.
2. Blacken A in Column 2 to indicate that this is the supervisor's form of this questionnaire.

SKIP COLUMNS 3 AND 4

3. Code No. - Columns 5 - 8

Blacken the numbers in Columns 5 to 8 of the answer sheet to indicate the code number which appears at the top right hand corner of this questionnaire.

4. Your Age - Columns 9 - 10

Print your age on your last birthday here \_\_\_\_\_ and blacken the corresponding numbers in columns 9 and 10 of the answer sheet.

5. Your Sex - Column 11

- |          |                           |
|----------|---------------------------|
| 0 Male   | - Blacken 0 in Column 11. |
| 1 Female | - Blacken 1 in Column 11. |

.../3

PREMIÈRE PARTIE - DONNÉES BIOGRAPHIQUES

Tournez votre feuille-réponse de façon que le titre "Biographical Information/Données Biographiques" figure dans le coin supérieur droit de la page. Vous remarquerez qu'il y a 56 colonnes numérotées contenant des lettres ou des chiffres encadrés. Pour répondre aux questions qui suivent, vous devez faire DEUX CHOSES: d'abord, choisir la réponse qui vous convient et encadrer le chiffre précédant la réponse choisie; puis, noircir sur la feuille-réponse l'ovale correspondant à la réponse choisie. Dans certains cas, il peut arriver que vous deviez inscrire un nombre à la main et noircir un ovale, mais l'expression "INSCRIRE LE NOMBRE ICI" vous l'indiquera.

Avant de choisir une réponse, lisez toutes les possibilités données pour chacune des questions.

Veillez n'inscrire qu'un choix par réponse. Si vous désirez changer une réponse inscrite sur la feuille-réponse, EFFACEZ-LA COMPLÈTEMENT et inscrivez votre nouvelle réponse. Veillez ne RIEN inscrire d'autre sur votre feuille-réponse.

1. Noircissez la lettre A dans la première colonne puisqu'il s'agit de la première feuille-réponse que vous remplissez.
2. Noircissez la lettre A dans la deuxième colonne, puisqu'il s'agit ici du questionnaire s'adressant aux surveillants.

PASSEZ LES COLONNES 3 ET 4

3. Code du document - Colonnes 5 à 8.

Dans les colonnes 5 à 8 de la feuille-réponse, noircissez le nombre correspondant au code qui apparaît dans le coin supérieur droit du questionnaire.

4. Votre âge - Colonnes 9 et 10.

Inscrivez l'âge que vous avez eu à votre dernière anniversaire ici \_\_\_\_\_, et noircissez les chiffres correspondants dans les colonnes 9 et 10 de la feuille-réponse.

5. Votre sexe - Colonne 11.

0	Homme	- Noircir 0 à la colonne 11
1	Femme	- Noircir 1 à la colonne 11

.../3

6. What is your present marital status?
- 0 Single (Never been married) - Blacken 0 in Column 12.
  - 1 Married - Blacken 1 in Column 12.
  - 2 Separated - Blacken 2 in Column 12.
  - 3 Divorced - Blacken 3 in Column 12.
  - 4 Widowed - Blacken 4 in Column 12.
7. Is your spouse, or the person of the opposite sex with whom you have a close relationship (engaged, living together, going 'steady') a member of the CF?
- 0 Don't have such a relationship with anyone. - Blacken 0 in Column 13.
  - 1 No, person is not a serving member. - Blacken 1 in Column 13.
  - 2 Yes, person is a serving member. - Blacken 2 in Column 13.
8. If you blackened 1 (the second response) in question 7 above, what is the current employment status of the person referred to?
- 0 Not employed/Not seeking employment - Blacken 0 in Column 14.
  - 1 Not employed/seeking employment - Blacken 1 in Column 14.
  - 2 Employed part-time - Blacken 2 in Column 14.
  - 3 Employed full-time - Blacken 3 in Column 14.
  - 4 Student - Blacken 4 in Column 14.
9. Print the number of dependent children you have living at home and blacken that number in column 15 of the answer sheet. Blacken 9 if you have 9 or more dependent children.
10. What is your primary official language?
- 0 English - Blacken 0 in Column 16.
  - 1 French - Blacken 1 in Column 16.
11. What was your last completed level of education?
- 0 Grade 8 or less - Blacken 0 in Column 17.
  - 1 Grade 9 - Blacken 1 in Column 17.
  - 2 Grade 10 - Blacken 2 in Column 17.
  - 3 Grade 11 - Blacken 3 in Column 17.
  - 4 Grade 12 or 13 - Blacken 4 in Column 17.
  - 5 Some vocational, technical, community college or university course. - Blacken 5 in Column 17.
  - 6 Completed vocational, technical or community college course. - Blacken 6 in Column 17.
  - 7 Completed a university degree - Blacken 7 in Column 17.

- 3 -

6. Quel est votre état civil actuel?
- 0 Célibataire (jamais marié(e)) - Noircir 0 à la colonne 12
  - 1 Marié(e) - Noircir 1 à la colonne 12
  - 2 Séparé(e) - Noircir 2 à la colonne 12
  - 3 Divorcé(e) - Noircir 3 à la colonne 12
  - 4 Veuf(ve) - Noircir 4 à la colonne 12
7. Votre conjoint(e), ou la personne du sexe opposé avec qui vous entretenez des relations étroites (si vous êtes fiancés, époux(épouse) de droit commun, sérieusement amoureux, etc) est-il(elle) membre des FC?
- 0 Je n'entretiens ce genre de relation avec personne. - Noircir 0 à la colonne 13
  - 1 Non, il (elle) ne fait pas partie du cadre actif. - Noircir 1 à la colonne 13
  - 2 Oui, il (elle) fait partie du cadre actif. - Noircir 2 à la colonne 13
8. Si vous avez noirci le numéro 1 (le deuxième choix) à la question numéro 7, quelle est l'occupation de la personne en question?
- 0 Sans emploi/pas à la recherche d'un emploi - Noircir 0 à la colonne 14
  - 1 Sans emploi/à la recherche d'un emploi - Noircir 1 à la colonne 14
  - 2 Employé(e) à temps partiel - Noircir 2 à la colonne 14
  - 3 Employé(e) à temps plein - Noircir 3 à la colonne 14
  - 4 Étudiante - Noircir 4 à la colonne 14
9. Inscrivez le nombre d'enfants à votre charge vivant à la maison \_\_\_\_\_, et noircir le nombre correspondant dans la colonne 15 de la feuille-réponse. Noircissez le numéro 9 si vous avez au moins 9 enfants à votre charge.
10. Quelle langue officielle employez-vous le plus couramment?
- 0 Anglais - Noircir 0 à la colonne 16
  - 1 Français - Noircir 1 à la colonne 16
11. Quel niveau de scolarité avez-vous atteint?
- 0 8<sup>ième</sup> année ou moins - Noircir 0 à la colonne 17
  - 1 9<sup>ième</sup> année - Noircir 1 à la colonne 17
  - 2 10<sup>ième</sup> année - Noircir 2 à la colonne 17
  - 3 11<sup>ième</sup> année - Noircir 3 à la colonne 17
  - 4 12<sup>ième</sup> ou 13<sup>ième</sup> année - Noircir 4 à la colonne 17
  - 5 Quelques cours techniques, de formation professionnelle, ou encore de niveau collégial ou universitaire - Noircir 5 à la colonne 17
  - 6 Cour technique, de formation professionnelle, ou encore de niveau collégial (CEGEP) complet. - Noircir 6 à la colonne 17
  - 7 Diplôme universitaire - Noircir 7 à la colonne 17

.../4

- 4 -

12. Which is your present rank? Blacken the number in column 18 or 19 that represents your present rank. Blacken only one number in column 18 or 19.

0 General	- Blacken 0 in Column 18
1 Colonel	- Blacken 1 in Column 18
2 Lieutenant-Colonel	- Blacken 2 in Column 18
3 Major	- Blacken 3 in Column 18
4 Captain	- Blacken 4 in Column 18
5 Lieutenant	- Blacken 5 in Column 18
6 Second Lieutenant	- Blacken 6 in Column 18
7 OCdt	- Blacken 7 in Column 18
0 Chief Warrant Officer	- Blacken 0 in Column 19
1 Master Warrant Officer	- Blacken 1 in Column 19
2 Warrant Officer	- Blacken 2 in Column 19
3 Sergeant	- Blacken 3 in Column 19
4 Master Corporal	- Blacken 4 in Column 19
5 Corporal	- Blacken 5 in Column 19
6 Private (Trained)	- Blacken 6 in Column 19
7 Private (Untrained)	- Blacken 7 in Column 19
8 Private (Recruit)	- Blacken 8 in Column 19

SKIP COLUMN 20

13. Print your trade or classification MOC number \_\_\_\_\_.

If you are an "other rank" blacken the appropriate numbers in Columns 21, 22 and 23. Example: If you are Infantry you would mark 031.

If you are an "officer" blacken the two digit number in Columns 22 and 23. Do not mark Column 21. For example, if you are an Armoured officer you would mark 2 in Column 22 and 1 in Column 23 and leave Column 21 blank.

14. Print the number of years you have been in the Canadian Forces \_\_\_\_\_.

Blacken the appropriate numbers in Columns 24 and 25. For example, if you have been in the CF 9 years, mark 0 in column 24 and 9 in column 25.

15. Print the number of years you have held your current rank \_\_\_\_\_.

Blacken the appropriate numbers in Columns 26 and 27. For example, if you have been in your current rank 3 years, mark 0 in column 26 and 3 in column 27.

.../5

- 4 -

12. Quel est votre grade? Noircissez le chiffre à la colonne 18 ou 19 qui représente votre grade actuel. Noircissez un chiffre seulement à la colonne 18 ou 19.

0	Général	- Noircir 1 à la colonne 18
1	Colonel	- Noircir 2 à la colonne 18
2	Lieutenant-colonel	- Noircir 3 à la colonne 18
3	Major	- Noircir 4 à la colonne 18
4	Capitaine	- Noircir 5 à la colonne 18
5	Lieutenant	- Noircir 6 à la colonne 18
6	Sous-lieutenant	- Noircir 7 à la colonne 18
7	Elève-officier	- Noircir 8 à la colonne 18
0	Adjudant-chef	- Noircir 1 à la colonne 19
1	Adjudant-maître	- Noircir 2 à la colonne 19
2	Adjudant	- Noircir 3 à la colonne 19
3	Sergent	- Noircir 4 à la colonne 19
4	Caporal-chef	- Noircir 5 à la colonne 19
5	Caporal	- Noircir 6 à la colonne 19
6	Soldat (entraîné)	- Noircir 7 à la colonne 19
7	Soldat (non-entraîné)	- Noircir 8 à la colonne 19
8	Soldat (recrue)	- Noircir 9 à la colonne 19

PASSEZ LA COLONNE 20.

13. Inscrire le code d'emploi militaire (CEM) de votre métier ou de votre classification \_\_\_\_\_.

Si vous êtes "non-officier", noircissez les chiffres appropriés dans les colonnes 21, 22 et 23. Si vous faites partie de l'infanterie, vous inscrivez 031.

Si vous êtes "officier", noircissez les deux chiffres appropriés dans les colonnes 22 et 23, mais n'inscrivez rien à la colonne 21. Par exemple, si vous faites partie des blindés, vous noircissez 2 dans la colonne 22 et 1 dans la colonne 23, et laissez la colonne 21 en blanc.

14. Inscrivez le nombre d'années que vous avez passées dans les Forces canadiennes \_\_\_\_\_.

Noircissez les chiffres appropriés dans les colonnes 24 et 25; par exemple, si vous avez passé 9 années dans les FC, noircissez 0 dans la colonne 24 et 9 dans la colonne 25.

.../5

- 5 -

16. How many servicewomen have worked for you during your career in the Canadian Forces?

- |                |                          |
|----------------|--------------------------|
| 0 None         | - Blacken 0 in Column 28 |
| 1 One          | - Blacken 1 in Column 28 |
| 2 Two          | - Blacken 2 in Column 28 |
| 3 Three        | - Blacken 3 in Column 28 |
| 4 Four         | - Blacken 4 in Column 28 |
| 5 Five or more | - Blacken 5 in Column 28 |

17. How many servicewomen have you worked for during your career in the Canadian Forces?

- |                |                          |
|----------------|--------------------------|
| 0 None         | - Blacken 0 in Column 29 |
| 1 One          | - Blacken 1 in Column 29 |
| 2 Two          | - Blacken 2 in Column 29 |
| 3 Three        | - Blacken 3 in Column 29 |
| 4 Four         | - Blacken 4 in Column 29 |
| 5 Five or more | - Blacken 5 in Column 29 |

18. How many servicewomen have you worked with (at the same rank or responsibility level) in the Canadian Forces?

- |                |                          |
|----------------|--------------------------|
| 0 None         | - Blacken 0 in Column 30 |
| 1 One          | - Blacken 1 in Column 30 |
| 2 Two          | - Blacken 2 in Column 30 |
| 3 Three        | - Blacken 3 in Column 30 |
| 4 Four         | - Blacken 4 in Column 30 |
| 5 Five or more | - Blacken 5 in Column 30 |

19. Print your four digit unit identification code (UIC) here \_\_\_\_\_.

Blacken the appropriate numbers in Columns 31 through 34. Your room supervisor will tell you your UIC if you do not know it.

YOU HAVE NOW COMPLETED PART I

PLEASE TURN THE PAGE

.../6

15. Inscrivez depuis combien d'années vous détenez le même grade \_\_\_\_\_.

Noircissez les chiffres appropriés dans les colonnes 26 et 27; par exemple, si vous avez le même grade depuis trois ans, vous noircissez 0 dans la colonne 26 et 3 dans la colonne 27.

16. Combien de militaires de sexe féminin ont travaillé sous votre direction durant votre carrière dans les Forces canadiennes?

- |   |                |                                |
|---|----------------|--------------------------------|
| 0 | Aucun.         | - Noircir 0 dans la colonne 28 |
| 1 | Un.            | - Noircir 1 dans la colonne 28 |
| 2 | Deux.          | - Noircir 2 dans la colonne 28 |
| 3 | Trois.         | - Noircir 3 dans la colonne 28 |
| 4 | Quatre.        | - Noircir 4 dans la colonne 28 |
| 5 | Au moins cinq. | - Noircir 5 dans la colonne 28 |

17. De combien de militaires de sexe féminin avez-vous relevé au cours de votre carrière dans les Forces canadiennes?

- |   |                |                                |
|---|----------------|--------------------------------|
| 0 | Aucun.         | - Noircir 0 dans la colonne 29 |
| 1 | Un.            | - Noircir 1 dans la colonne 29 |
| 2 | Deux.          | - Noircir 2 dans la colonne 29 |
| 3 | Trois.         | - Noircir 3 dans la colonne 29 |
| 4 | Quatre.        | - Noircir 4 dans la colonne 29 |
| 5 | Au moins cinq. | - Noircir 5 dans la colonne 29 |

18. Aux côtés de combien de militaires de sexe féminin avez-vous travaillé (femmes ayant le même grade ou les mêmes responsabilités) dans les Forces canadiennes?

- |   |                |                                |
|---|----------------|--------------------------------|
| 0 | Aucun.         | - Noircir 0 dans la colonne 30 |
| 1 | Un.            | - Noircir 1 dans la colonne 30 |
| 2 | Deux.          | - Noircir 2 dans la colonne 30 |
| 3 | Trois.         | - Noircir 3 dans la colonne 30 |
| 4 | Quatre.        | - Noircir 4 dans la colonne 30 |
| 5 | Au moins cinq. | - Noircir 5 dans la colonne 30 |

19. Inscrivez les quatre chiffres de votre code d'identification d'unité (CIU) \_\_\_\_\_.

Noircissez les chiffres appropriés dans les colonnes 31 à 34. Le surveillant de peut vous donner votre CIU si vous ne le connaissez pas.

VOUS AVEZ MAINTENANT TERMINÉ LA PREMIÈRE PARTIE

VEUILLEZ TOURNER LA PAGE

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PART II

Rotate your answer sheet so that "SURVEY RESPONSES - RESPONSES DU SONDAGE" is at the top. Note that there are 75 lines of circled numbers in this part of the answer sheet.

The following questions have to do with the performance of the particular subordinate shown on the card at the top of this page, who is under your supervision. You are being asked to complete this questionnaire for research purposes. Your answers will be held in strictest confidence and will not be revealed to your subordinate or to anyone who is in a position to influence his/her career. You or your subordinate will never be identified individually. Please answer as frankly and completely as possible. Circle the number next to your choice and blacken the same number on the answer sheet that corresponds to your answer.

1. This individual has the potential to function:
  - 1 only at a level below his/her current rank - Blacken 1 in question 1
  - 2 only at his/her current rank - Blacken 2 in question 1
  - 3 one level above his/her current rank - Blacken 3 in question 1
  - 4 two levels above his/her current rank - Blacken 4 in question 1
  - 5 three or more levels above his/her current rank - Blacken 5 in question 1
  
2. I expect that this individual will advance in the Canadian Forces over the next five years:
  - 1 much more quickly than most - Blacken 1 in question 2
  - 2 more quickly than most - Blacken 2 in question 2
  - 3 at a normal rate - Blacken 3 in question 2
  - 4 less quickly than most - Blacken 4 in question 2
  - 5 much less quickly than most - Blacken 5 in question 2
  
3. I feel that the leadership potential of this individual compared with his/her peers is:
  - 1 extremely high - Blacken 1 in question 3
  - 2 high - Blacken 2 in question 3
  - 3 average - Blacken 3 in question 3
  - 4 low - Blacken 4 in question 3
  - 5 extremely low - Blacken 5 in question 3

.../7

DEUXIÈME PARTIE

Tournez votre feuille-réponse de façon que le titre "SURVEY RESPONSES - RÉPONSES AU SONDAGE" figure au haut de la page. Veuillez noter que cette partie de la feuille-réponse compte 75 lignes de nombres encerclés.

Les questions qui suivent se rapportent au rendement de l'employé(e) dont le nom apparaît sur la fiche au haut de la page, et que vous dirigez. Vous répondez au présent questionnaire à des fins de recherche. Vos réponses resteront strictement confidentielles et ne seront divulguées ni à l'employé(e) en question, ni à quiconque pouvant influencer le cours de sa carrière. En outre, votre identité, ou celle de l'employé(e), ne sera jamais dévoilée. Veuillez donc répondre avec autant de franchise et de précision que possible. Encerclez le chiffre précédant la réponse choisie et noircissez sur la feuille-réponse le chiffre encerclé correspondant.

1. Cette personne possède les aptitudes nécessaires pour travailler:

- |   |   |                             |
|---|---|-----------------------------|
| 1 | seulement à un échelon au-dessous de son grade actuel   | - Noircir 1 à la question 1 |
| 2 | seulement à son grade actuel                            | - Noircir 2 à la question 1 |
| 3 | à un échelon au-dessus de son grade actuel              | - Noircir 3 à la question 1 |
| 4 | à deux échelons au-dessus de son grade actuel           | - Noircir 4 à la question 1 |
| 5 | à au moins trois échelons au-dessus de son grade actuel | - Noircir 5 à la question 1 |

2. Je prévois qu'au cours des 5 prochaines années cette personne obtiendra de l'avancement dans les Forces canadiennes:

- |   |   |                             |
|---|---|-----------------------------|
| 1 | beaucoup plus rapidement que la majorité  | - Noircir 1 à la question 2 |
| 2 | plus rapidement que la majorité           | - Noircir 2 à la question 2 |
| 3 | à un rythme normal                        | - Noircir 3 à la question 2 |
| 4 | moins rapidement que la majorité          | - Noircir 4 à la question 2 |
| 5 | beaucoup moins rapidement que la majorité | - Noircir 5 à la question 2 |

3. Je crois que, par rapport celle de ses collègues, l'aptitude à commander de cette personne est:

- |   |             |                             |
|---|-------------|-----------------------------|
| 1 | très grande | - Noircir 1 à la question 3 |
| 2 | grande      | - Noircir 2 à la question 3 |
| 3 | moyenne     | - Noircir 3 à la question 3 |
| 4 | faible      | - Noircir 4 à la question 3 |
| 5 | très faible | - Noircir 5 à la question 3 |

4. I feel that this individual's ability to take on more responsibility in the Canadian Forces is:

- 1 extremely high - Blacken 1 in question 4
- 2 high - Blacken 2 in question 4
- 3 average - Blacken 3 in question 4
- 4 low - Blacken 4 in question 4
- 5 extremely low - Blacken 5 in question 4

5. I feel this individual either can or has the potential to carry out:

- 1 all of the difficult tasks required in his/her trade - Blacken 1 in question 5
- 2 most of the difficult tasks required in his/her trade - Blacken 2 in question 5
- 3 some of the difficult tasks required in his/her trade - Blacken 3 in question 5
- 4 few of the difficult tasks required in his/her trade - Blacken 4 in question 5
- 5 very few of the difficult tasks required in his/her trade - Blacken 5 in question 5

For the following two statements circle the number that best describes your answer and blacken the same number for each question on the answer sheet.

If this individual were performing just below acceptable standard at work, I would rate the importance of each of the causes listed below on a five point scale as follows:

Remember that performance just below acceptable standard can be due to more than one cause.

	not at all important as a cause		moderately important as a cause		extremely important as a cause
6. lack of ability	1	2	3	4	5
7. bad luck	1	2	3	4	5
8. difficult job	1	2	3	4	5
9. lack of effort	1	2	3	4	5
10. the sex of this individual	1	2	3	4	5

4. Je crois que l'aptitude de cette personne à assumer de plus grandes responsabilités au sein des Forces canadiennes est:

- |   |             |                             |
|---|-------------|-----------------------------|
| 1 | très grande | - Noircir 1 à la question 4 |
| 2 | grande      | - Noircir 2 à la question 4 |
| 3 | moyenne     | - Noircir 3 à la question 4 |
| 4 | faible      | - Noircir 4 à la question 4 |
| 5 | très faible | - Noircir 5 à la question 4 |

5. Je crois que cette personne possède ou peut acquérir les aptitudes nécessaires pour s'acquitter de:

- |   |  |                             |
|---|--|-----------------------------|
| 1 | toutes les tâches difficiles reliées à son métier        | - Noircir 1 à la question 5 |
| 2 | la plupart des tâches difficiles reliées à son métier    | - Noircir 2 à la question 5 |
| 3 | certaines des tâches difficiles reliées à son métier     | - Noircir 3 à la question 5 |
| 4 | quelques unes des tâches difficiles reliées à son métier | - Noircir 4 à la question 5 |
| 5 | très peu des tâches difficiles reliées à son métier      | - Noircir 5 à la question 5 |

Encerclez le chiffre qui correspond à celui des deux énoncés suivants qui décrit le mieux votre opinion et noircissez le même chiffre sur la feuille-réponse.

Si cette personne donnait un rendement légèrement inférieur à la norme, j'évaluerais, sur une échelle de 1 à 5, l'importance relative de chacune des causes énumérées ci-dessous comme suit:

N'oubliez pas qu'un rendement légèrement inférieur à la norme peut être attribuable à plusieurs causes à la fois.

	<u>Cause sans importance</u>	<u>Cause assez importante</u>	<u>Cause extrêmement importante</u>		
6. Manque d'aptitudes	1	2	3	4	5
7. Malchance	1	2	3	4	5
8. Tâche difficile	1	2	3	4	5
9. Manque d'efforts	1	2	3	4	5
10. Son sexe	1	2	3	4	5

If this individual were showing outstanding performance at work, I would rate the importance of each of the causes listed below on a five point scale as follows:

Remember that outstanding performance can be due to more than one cause.

	not at all important as a cause		moderately important as a cause		extremely important as a cause
11. ability	1	2	3	4	5
12. good luck	1	2	3	4	5
13. easy job	1	2	3	4	5
14. hard work	1	2	3	4	5
15. the sex of this individual	1	2	3	4	5

16. The likelihood of this individual making a career of the Canadian Forces and remaining in the service until retirement age is:

- |                          |                            |
|--------------------------|----------------------------|
| 1 extremely high         | - Blacken 1 in question 16 |
| 2 high                   | - Blacken 2 in question 16 |
| 3 no different from most | - Blacken 3 in question 16 |
| 4 low                    | - Blacken 4 in question 16 |
| 5 extremely low          | - Blacken 5 in question 16 |

17. I would let performance from this person that was just below acceptable standard pass unmentioned:

- |                             |                            |
|-----------------------------|----------------------------|
| 1 less than 1% of the time  | - Blacken 1 in question 17 |
| 2 less than 5% of the time  | - Blacken 2 in question 17 |
| 3 less than 10% of the time | - Blacken 3 in question 17 |
| 4 less than 20% of the time | - Blacken 4 in question 17 |
| 5 20% or more of the time   | - Blacken 5 in question 17 |

18. If this individual had enough money to live as comfortably as he/she would like for the rest of his/her life (e.g. won a lottery), would he/she continue to work in the CF?

- |                    |                            |
|--------------------|----------------------------|
| 1 definitely yes   | - Blacken 1 in question 18 |
| 2 more than likely | - Blacken 2 in question 18 |
| 3 not sure         | - Blacken 3 in question 18 |
| 4 not likely       | - Blacken 4 in question 18 |
| 5 definitely no    | - Blacken 5 in question 18 |

Si cette personne donnait un rendement exceptionnel au travail, j'évaluerais, sur une échelle de 1 à 5, l'importance relative de chacune des causes énumérées ci-dessous comme il suit:

N'oubliez pas que le rendement exceptionnel peut être attribuable à plusieurs causes à la fois.

	<u>Cause sans importance</u>	<u>Cause assez importante</u>	<u>Cause extrêmement importante</u>		
11. Aptitudes	1	2	3	4	5
12. Chance	1	2	3	4	5
13. Tâche facile	1	2	3	4	5
14. Efforts	1	2	3	4	5
15. Son sexe	1	2	3	4	5

16. La probabilité que cette personne fasse carrière dans les Forces canadiennes et qu'elle y reste jusqu'au moment de la retraite est:

- |   |             |                              |
|---|-------------|------------------------------|
| 1 | très grande | - Noircir 1 à la question 16 |
| 2 | grande      | - Noircir 2 à la question 16 |
| 3 | moyenne     | - Noircir 3 à la question 16 |
| 4 | faible      | - Noircir 4 à la question 16 |
| 5 | très faible | - Noircir 5 à la question 16 |

17. Je passerais sous silence les périodes où le rendement de cette personne est légèrement inférieur à la norme, et ce:

- |   |                           |                              |
|---|---------------------------|------------------------------|
| 1 | moins de 1% du temps      | - Noircir 1 à la question 17 |
| 2 | moins de 5% du temps      | - Noircir 2 à la question 17 |
| 3 | moins de 10% du temps     | - Noircir 3 à la question 17 |
| 4 | moins de 20% du temps     | - Noircir 4 à la question 17 |
| 5 | 20% du temps ou davantage | - Noircir 5 à la question 17 |

18. Si cette personne avait les moyens de vivre confortablement pour le reste de ses jours (par exemple si elle gagnait à la loterie), continuerait-elle à travailler dans les FC?

- |   |                     |                              |
|---|---------------------|------------------------------|
| 1 | Très certainement.  | - Noircir 1 à la question 18 |
| 2 | Très probablement.  | - Noircir 2 à la question 18 |
| 3 | Je ne suis pas sûr. | - Noircir 3 à la question 18 |
| 4 | Peu probable.       | - Noircir 4 à la question 18 |
| 5 | Certainement pas.   | - Noircir 5 à la question 18 |

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19. This individual is:

- |                              |                            |
|------------------------------|----------------------------|
| 1 strongly motivated         | - Blacken 1 in question 19 |
| 2 motivated                  | - Blacken 2 in question 19 |
| 3 not particularly motivated | - Blacken 3 in question 19 |
| 4 not at all motivated       | - Blacken 4 in question 19 |

to do his/her job well.

20. I would let outstanding performance from this person pass unmentioned:

- |                             |                            |
|-----------------------------|----------------------------|
| 1 less than 1% of the time  | - Blacken 1 in question 20 |
| 2 less than 5% of the time  | - Blacken 2 in question 20 |
| 3 less than 10% of the time | - Blacken 3 in question 20 |
| 4 less than 20% of the time | - Blacken 4 in question 20 |
| 5 20% or more of the time   | - Blacken 5 in question 20 |

21. If this individual were showing outstanding performance I would:

- |  |                            |
|--|----------------------------|
| 1 recommend strongly that he/she be promoted   | - Blacken 1 in question 21 |
| 2 recommend that he/she be promoted            | - Blacken 2 in question 21 |
| 3 not likely recommend that he/she be promoted | - Blacken 3 in question 21 |
| 4 not recommend that he/she be promoted        | - Blacken 4 in question 21 |

22. If it were within my power, and this individual were showing outstanding performance I would recommend:

- |                                |                            |
|--------------------------------|----------------------------|
| 1 a very large salary increase | - Blacken 1 in question 22 |
| 2 a large salary increase      | - Blacken 2 in question 22 |
| 3 a moderate salary increase   | - Blacken 3 in question 22 |
| 4 a slight salary increase     | - Blacken 4 in question 22 |
| 5 no salary increase           | - Blacken 5 in question 22 |

23. If this individual were performing just below acceptable standard I would:

- |   |                            |
|---|----------------------------|
| 1 accept it, as it is hard enough for women in the CF         | - Blacken 1 in question 23 |
| 2 accept it, but hope that it would improve                   | - Blacken 2 in question 23 |
| 3 mention in passing that he/she should improve               | - Blacken 3 in question 23 |
| 4 counsel him/her to improve, but not note it on his/her file | - Blacken 4 in question 23 |
| 5 counsel him/her to improve, and note it on his/her file     | - Blacken 5 in question 23 |

.../10

19. Cette personne est:

- |   |                              |                              |
|---|------------------------------|------------------------------|
| 1 | très motivée                 | - Noircir 1 à la question 19 |
| 2 | motivée                      | - Noircir 2 à la question 19 |
| 3 | pas particulièrement motivée | - Noircir 3 à la question 19 |
| 4 | pas de tout motivée          | - Noircir 4 à la question 19 |

à bien faire son travail.

20. Je ne tiendrais pas compte du rendement exceptionnel que peut donner cette personne, et ce:

- |   |                            |                              |
|---|----------------------------|------------------------------|
| 1 | moins de 1% du temps.      | - Noircir 1 à la question 20 |
| 2 | moins de 5% du temps.      | - Noircir 2 à la question 20 |
| 3 | moins de 10% du temps.     | - Noircir 3 à la question 20 |
| 4 | moins de 20% du temps.     | - Noircir 4 à la question 20 |
| 5 | 20% du temps ou davantage. | - Noircir 5 à la question 20 |

21. Si cette personne donnait un rendement exceptionnel:

- |   |  |                              |
|---|--|------------------------------|
| 1 | je recommanderais fortement qu'elle soit promue.           | - Noircir 1 à la question 21 |
| 2 | je recommanderais qu'elle soit promue.                     | - Noircir 2 à la question 21 |
| 3 | je ne recommanderais pas qu'elle soit promue.              | - Noircir 3 à la question 21 |
| 4 | je ne recommanderais certainement pas qu'elle soit promue. | - Noircir 4 à la question 21 |

22. Si cela m'en tenait qu'à moi et que cette personne donnait un rendement exceptionnel, je recommanderais qu'elle obtienne:

- |   |  |                              |
|---|--|------------------------------|
| 1 | une très grosse augmentation de salaire. | - Noircir 1 à la question 22 |
| 2 | une grosse augmentation de salaire.      | - Noircir 2 à la question 22 |
| 3 | une augmentation de salaire moyenne.     | - Noircir 3 à la question 22 |
| 4 | une petite augmentation de salaire.      | - Noircir 4 à la question 22 |
| 5 | pas d'augmentation de salaire.           | - Noircir 5 à la question 22 |

.../10

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24. At work I give this individual:

- |  |                            |
|--|----------------------------|
| 1 all of the difficult tasks that his/her peers in a similar job are expected to do      | - Blacken 1 in question 24 |
| 2 most of the difficult tasks that his/her peers in a similar job are expected to do     | - Blacken 2 in question 24 |
| 3 some of the difficult tasks that his/her peers in a similar job are expected to do     | - Blacken 3 in question 24 |
| 4 not many of the difficult tasks that his/her peers in a similar job are expected to do | - Blacken 4 in question 24 |
| 5 a few of the difficult tasks that his/her peers in a similar job are expected to do    | - Blacken 5 in question 24 |

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23. Si le rendement de cette personne se situait légèrement en-dessous de la norme:

- 1 j'accepterais la situation, - Noircir 1 à la question 23  
considérant qu'elle est déjà bien  
assez difficile pour les femmes  
faisant partie des Forces canadiennes.
- 2 j'accepterais la situation, mais - Noircir 2 à la question 23  
j'espèrerais que son rendement  
s'amélioré.
- 3 je lui soulignerais en passant - Noircir 3 à la question 23  
qu'elle doit améliorer son  
rendement.
- 4 je lui conseillerais de s'améliorer, - Noircir 4 à la question 23  
mais je ne le mentionnerais pas dans  
son dossier.
- 5 je lui conseillerais de s'améliorer - Noircir 5 à la question 23  
et je le noterais dans son dossier.

24. Au travail, j'assigne à cette personne:

- (1) toutes les tâches difficiles que les - Noircir 1 à la question 26  
personnes occupant un poste semblable  
doivent remplir.
- (2) la plupart des tâches difficiles que - Noircir 2 à la question 26  
doivent remplir les personnes occupant  
un poste semblable.
- (3) un certain nombre des tâches - Noircir 3 à la question 26  
difficiles que doivent remplir les  
personnes occupant un poste semblable.
- (4) quelques-unes des tâches difficiles - Noircir 4 à la question 26  
que doivent remplir les personnes  
occupant un poste semblable.
- (5) peu des tâches difficiles que doivent - Noircir 5 à la question 26  
remplir les personnes occupant un  
poste semblable.

For the following two statements circle the number that best describes your answer and blacken the same number for each question on the answer sheet.

I would be prepared to place this individual in positions that could be described as:

	<u>Definitely Yes</u>	<u>Yes</u>	<u>Don't Know</u>	<u>No</u>	<u>Definitely No</u>
25. Support	1	2	3	4	5
26. Responsible	1	2	3	4	5
27. Supervisory	1	2	3	4	5
28. High Profile	1	2	3	4	5
29. Stressful	1	2	3	4	5
30. Dangerous	1	2	3	4	5
31. Vital	1	2	3	4	5
32. Physically Difficult	1	2	3	4	5
33. Combat	1	2	3	4	5
34. People-oriented	1	2	3	4	5
35. Technical	1	2	3	4	5
36. Complex	1	2	3	4	5
37. Administrative	1	2	3	4	5
38. Command	1	2	3	4	5

Encerclez pour les deux énoncés qui suivent le chiffre qui décrit le mieux votre opinion et noircissez le même chiffre sur la feuille-réponse.

Je n'hésiterais pas à confier à cette personne un poste décrit comme:

	<u>Assurément</u>	<u>Oui</u>	<u>Ne sais pas</u>	<u>Non</u>	<u>Certainement pas</u>
25. de soutien.	1	2	3	4	5
26. de responsabilité.	1	2	3	4	5
27. de surveillance.	1	2	3	4	5
28. de prestige.	1	2	3	4	5
29. stressant.	1	2	3	4	5
30. dangereux.	1	2	3	4	5
31. d'importance vitale.	1	2	3	4	5
32. exigeant du point de vue physique.	1	2	3	4	5
33. de combat.	1	2	3	4	5
34. du domaine des relations publiques.	1	2	3	4	5
35. technique.	1	2	3	4	5
36. compliqué.	1	2	3	4	5
37. administratif..	1	2	3	4	5
38. de commandement.	1	2	3	4	5

.../12

I would classify the kind of work this individual is required to do in his/her position on each of the five point scales as follows:

39.	high profile 1	2	3	4	low profile 5
40.	operational 1	2	3	4	non-operational 5
41.	combat 1	2	3	4	non-combat 5
42.	exciting 1	2	3	4	dull 5
43.	routine 1	2	3	4	constantly changing 5
44.	front line 1	2	3	4	rear support 5
45.	technical 1	2	3	4	non-technical 5
46.	high status 1	2	3	4	low status 5
47.	important 1	2	3	4	not important 5
48.	complex 1	2	3	4	not complex 5
49.	stressful 1	2	3	4	not stressful 5
50.	people-oriented 1	2	3	4	not people-oriented 5
51.	dangerous 1	2	3	4	not dangerous 5

.../13

Sur une échelle 1 à 5, je considère que les tâches que doit accomplir cette personne dans l'exercice de ses fonctions sont:

39.	très en vue 1	2	3	4	très peu en vue 5
40.	opérationnelles 1	2	3	4	non opérationnelles 5
41.	de combat 1	2	3	4	non reliées au combat 5
42.	passionnantes 1	2	3	4	ennuyantes 5
43.	monotomes 1	2	3	4	variées 5
44.	de première ligne 1	2	3	4	de soutien de la zone arrière 5
45.	techniques 1	2	3	4	non techniques 5
46.	de prestige 1	2	3	4	sans prestige 5
47.	importantes 1	2	3	4	sans importance 5
48.	compliquées 1	2	3	4	sans complication 5
49.	stressantes 1	2	3	4	non stressantes 5
50.	de relations publiques 1	2	3	4	sans relations avec le public 5
51.	dangereuses 1	2	3	4	non dangereuses 5

**TURN YOUR ANSWER SHEET SO THAT BIOGRAPHICAL INFORMATION - DONNÉES  
BIOGRAPHIQUES IS IN THE TOP RIGHT-HAND CORNER**

52. This person works unsupervised \_\_\_\_\_ percent of the time.

Print the percentage in the space and blacken the appropriate numbers in columns 37 and 38. For example, if this individual works unsupervised 5 percent of the time, mark 0 in column 37 and mark 5 in column 38. (Maximum 99 percent.)

53. More specifically, this person requires my direct supervision \_\_\_\_\_ percent of the time.

Print the percentage in the space and blacken the appropriate numbers in columns 39 and 40. For example, if this person requires direct supervision 5 percent of the time, mark 0 in column 39 and 5 in column 40. (Maximum 99 percent.)

54. I would classify the kind of work that this individual is required to do in his/her position as being:

- |   |                          |
|---|--------------------------|
| 0 traditionally women's work                    | - Blacken 0 in column 41 |
| 1 work traditionally done by both men and women | - Blacken 1 in column 41 |
| 2 traditionally men's work                      | - Blacken 2 in column 41 |

YOU HAVE NOW COMPLETED PART II

Please detach the card on which your subordinate's name is written and destroy it.

Hand in the survey booklet and answer sheet in the envelope provided, and obtain Envelope II for completion.

TOURNEZ VOTRE FEUILLE-RÉPONSE DE FAÇON QUE LE TITRE

"BIOGRAPHICAL INFORMATION - DONNÉES BIOGRAPHIQUES"

FIGURE DANS LE COIN SUPÉRIEUR DROIT

52. Cette personne travaille sans surveillance \_\_\_\_ p. cent du temps.

Inscrivez le chiffre approprié dans l'espace ci-dessus et noircissez les chiffres correspondants dans les colonnes 37 et 38 de la feuille-réponse. Par exemple, si cette personne travaille en autonomie 5 p. cent du temps, noircissez 0 dans la colonne 37 et 5 dans la colonne 38 (pour un maximum de 99 p. cent).

53. Plus particulièrement, je dois superviser directement le travail de cette personne \_\_\_\_ p. cent du temps.

Inscrivez le chiffre approprié dans l'espace ci-dessus et noircissez les chiffres correspondants dans les colonnes 39 et 40 de la feuille-réponse. Par exemple, si vous devez superviser directement le travail de la personne en question durant 5 p. cent du temps, noircissez 0 dans la colonne 39 et 5 dans la colonne 40 (pour un maximum de 99 p. cent).

54. Je qualifierais les tâches reliées au poste de cette personne de:

- |   |  |                             |
|---|--|-----------------------------|
| 0 | traditionnellement réservées aux femmes                  | - Noircir 1 à la colonne 41 |
| 1 | traditionnellement assignées aux hommes comme aux femmes | - Noircir 2 à la colonne 41 |
| 2 | traditionnellement réservées aux hommes                  | - Noircir 3 à la colonne 41 |

VOUS AVEZ MAINTENANT TERMINÉ LA DEUXIÈME PARTIE

Veillez détacher la feuille sur laquelle figure le nom de votre subalterne et la déchirer.

APPENDIX B4

Subordinates' Expectancy Questionnaire -Form SbM

This survey is part of a study examining supervisors' expectations for their subordinates, and subordinates' expectations for their own careers in the CF. It contains a number of questions on your background and experience and some questions about your performance in the Canadian Forces. Your supervisor or a former supervisor has been or will be asked many similarly worded questions. In a second set of questions we are seeking your views on the rights and roles of women in society. You are asked not to discuss the answers you gave to this survey until your supervisor has also completed the questionnaire. Your answers will be held in strictest confidence and you or your supervisor will NEVER be identified in any reports that are prepared from the questionnaire answers.

This information is being gathered for RESEARCH PURPOSES ONLY. Your honest and careful answers to each question will be greatly appreciated. Your participation in this project is STRICTLY VOLUNTARY. Should you decide not to participate in this study, the fact that you did not complete this survey will not be revealed to anyone.

In addition to this booklet, you will be provided with an answer sheet which can be machine read and a black lead (HB) pencil with which to record your answers on the sheet.

Read all instructions carefully.

If you have any questions or experience difficulty please ask the room supervisor for assistance. This is not a test. There are no right or wrong answers, and there are no time limits.

.../2

Le présent sondage fait partie d'une étude visant à déterminer quel avenir les surveillants prévoient pour leurs subordonnés et ce que ces derniers attendent de leur propre carrière dans les Forces canadiennes. Il compte un certain nombre de questions sur vos études et sur votre expérience, ainsi que quelques questions sur vos réalisations dans les Forces canadiennes. Des questions semblables ont été ou seront posées à votre surveillant(e) actuel(le) ou à une personne ayant déjà rempli cette fonction à votre égard. Vous serez aussi invité(e) à exprimer votre opinion sur les droits et les rôles des femmes dans la société. Vous êtes prié(e) de ne pas discuter des réponses données à ce sondage jusqu'à ce que votre surveillant(e) ait aussi rempli le questionnaire. Toutes vos réponses resteront strictement confidentielles et votre nom ne sera JAMAIS cité dans les rapports rédigés à partir des réponses recueillies.

Les renseignements serviront à des FINS DE RECHERCHE SEULEMENT. Nous vous serions donc reconnaissants de répondre à toutes les questions avec franchise et soin. Vous collaborez à ce projet à titre TOUT À FAIT VOLONTAIRE. Si vous ne voulez pas contribuer à la réalisation de l'étude, personne ne saura que vous avez préféré ne pas répondre au questionnaire.

Outre cette brochure, on vous fournira une feuille-réponse lisible à la machine, ainsi qu'un crayon à mine noire (HB).

Lisez attentivement toutes les directives.

Si vous avez des questions à poser ou si vous avez des problèmes, demandez au surveillant de vous aider. Il ne s'agit pas d'un test. Il n'y a donc ni bonne ou mauvaise réponse, ni limite de temps.

.../2

PART I - BIOGRAPHICAL INFORMATION

Turn your answer sheet so that the title "Biographical Information/Données Biographiques" appears on the upper right hand side of the page. You will see that there are 56 numbered columns of either circled letters or numbers. In answering the questions that follow, you will be required to do TWO THINGS. First, select the answer which applies to you, and circle the number next to your choice in the survey questionnaire booklet. Next blacken the same number on your answer sheet. In a few cases, you will be required to print a number and blacken an oval, but these are identified by the words "PRINT NUMBER HERE".

Read all of the choices for each question before selecting your answer.

Please mark only one choice for each answer. If you should want to change a response you have marked on your answer sheet, ERASE IT COMPLETELY, and mark the new answer. Please DO NOT put any other marks on your answer sheets.

1. Blacken A in Column 1 because this is the first answer sheet you will be completing.
2. Blacken B in Column 2 to indicate that this is the subordinate's form of this questionnaire.

SKIP COLUMNS 3 AND 4

3. Code No. - Columns 5 - 8

Blacken the numbers in Columns 5 to 8 of the answer sheet to indicate the code number which appears at the top right hand corner of this questionnaire.

4. Your Age - Columns 9 - 10

Print your age on your last birthday here \_\_\_\_\_ and blacken the corresponding numbers in Columns 9 and 10 of the answer sheet.

5. Your Sex - Column 11

0 Male - Blacken 0 in Column 11  
1 Female - Blacken 1 in Column 11

.../3

PREMIÈRE PARTIE - DONNÉES BIOGRAPHIQUES

Tournez votre feuille-réponse de façon que le titre "Biographical Information/Données Biographiques" figure dans le coin supérieur droit de la page. Vous remarquerez qu'il y a 56 colonnes numérotées contenant des lettres ou des chiffres encerclés. Pour répondre aux questions qui suivent, vous devez faire DEUX CHOSES: d'abord, choisir la réponse qui vous convient et encercler le chiffre précédant la réponse choisie; puis, noircir sur la feuille-réponse l'ovale correspondant à la réponse choisie. Dans certains cas, il peut arriver que vous deviez inscrire un nombre à la main et noircir un ovale, mais l'expression "INSCRIRE LE NOMBRE ICI" vous l'indiquera.

Avant de choisir une réponse, lisez toutes les possibilités données pour chacune des questions.

Veillez n'inscrire qu'un choix par réponse. Si vous désirez changer une réponse inscrite sur la feuille-réponse, EFFACEZ-LA COMPLÈTEMENT et inscrivez votre nouvelle réponse. Veillez ne RIEN inscrire d'autre sur votre feuille-réponse.

1. Noircissez la case A dans la première colonne, puisqu'il s'agit de la première feuille-réponse que vous remplissez.
2. Noircissez la lettre B dans la deuxième colonne, puisqu'il s'agit ici du questionnaire s'adressant aux subalternes.

PASSEZ LES COLONNES 3 ET 4

3. Code du document - Colonnes 5 à 8.

Dans les colonnes 5 à 8 de la feuille-réponse, noircissez le nombre correspondant au code qui apparaît dans le coin supérieur droit du questionnaire.

4. Votre âge - Colonnes 9 et 10.

Inscrivez l'âge que vous avez eu à votre dernier anniversaire ici \_\_\_\_\_, et noircissez les chiffres correspondants dans les colonnes 9 et 10 de la feuille-réponse.

5. Votre sexe - Colonne 11.

0	Homme	- Noircir 0 à la colonne 11
1	Femme	- Noircir 1 à la colonne 11

6. What is your present marital status?

- |                               |                          |
|-------------------------------|--------------------------|
| 0 Single (Never been married) | - Blacken 0 in Column 12 |
| 1 Married                     | - Blacken 1 in Column 12 |
| 2 Separated                   | - Blacken 2 in Column 12 |
| 3 Divorced                    | - Blacken 3 in Column 12 |
| 4 Widowed                     | - Blacken 4 in Column 12 |

7. Is your spouse, or the person of the opposite sex with whom you have a close relationship (engaged, living together, going 'steady') a member of the CF?

- |  |                          |
|--|--------------------------|
| 0 Don't have such a relationship with anyone | - Blacken 0 in Column 13 |
| 1 No, person is not a serving member         | - Blacken 1 in Column 13 |
| 2 Yes, person is a serving member            | - Blacken 2 in Column 13 |

8. If you have blackened 1 (the second response) in question 7 above, what is the employment status of the person referred to?

- |                                       |                          |
|---------------------------------------|--------------------------|
| 0 Not employed/not seeking employment | - Blacken 0 in Column 14 |
| 1 Not employed/seeking employment     | - Blacken 1 in Column 14 |
| 2 Employed part-time                  | - Blacken 2 in Column 14 |
| 3 Employed full-time                  | - Blacken 3 in Column 14 |
| 4 Student                             | - Blacken 4 in Column 14 |

9. Print the number of dependent children you have living at home and blacken that number in Column 15 of the answer sheet. Blacken 9 if you have 9 or more dependent children.

10. What is your primary official language?

- |           |                          |
|-----------|--------------------------|
| 0 English | - Blacken 0 in Column 16 |
| 1 French  | - Blacken 1 in Column 16 |

11. What was your last completed level of education?

- |  |                          |
|--|--------------------------|
| 0 Grade 8 or less  | - Blacken 0 in Column 17 |
| 1 Grade 9  | - Blacken 1 in Column 17 |
| 2 Grade 10   | - Blacken 2 in Column 17 |
| 3 Grade 11   | - Blacken 3 in Column 17 |
| 4 Grade 12 or 13   | - Blacken 4 in Column 17 |
| 5 Some vocational, technical, community college or university course | - Blacken 5 in Column 17 |
| 6 Completed vocational, technical or community college course        | - Blacken 6 in Column 17 |
| 7 Completed a university degree                                      | - Blacken 7 in Column 17 |

6. Quel est votre état civil actuel?
- 0 Célibataire (jamais marié(e)). - Noircir 0 à la colonne 12  
1 Marié(e). - Noircir 1 à la colonne 12  
2 Séparé(e). - Noircir 2 à la colonne 12  
3 Divorcé(e). - Noircir 3 à la colonne 12  
4 Veuf(-ve). - Noircir 4 à la colonne 12
7. Votre conjoint(e), ou la personne du sexe opposé avec qui vous entretenez des relations étroites (si vous êtes fiancés, époux (épouse) de droit commun, sérieusement amoureux, etc.), est-il(elle) membre des FC?
- 0 Je n'entretiens ce genre de relation avec personne. - Noircir 0 à la colonne 13  
1 Non, il (elle) ne fait pas partie du cadre actif. - Noircir 1 à la colonne 13  
2 Oui, il (elle) fait partie du cadre actif. - Noircir 2 à la colonne 13
8. Si vous avez noirci le numéro 1 (le deuxième choix) à la question numéro 7, quelle est l'occupation de la personne en question?
- 0 Sans emploi/pas à la recherche d'un emploi - Noircir 0 à la colonne 14  
1 Sans emploi/à la recherche d'un emploi - Noircir 1 à la colonne 14  
2 Employé(e) à temps partiel - Noircir 2 à la colonne 14  
3 Employé(e) à temps plein - Noircir 3 à la colonne 14  
4 Étudiante - Noircir 4 à la colonne 14
9. Inscrivez le nombre d'enfants à votre charge vivant à la maison \_\_\_\_\_, et noircir le nombre correspondant dans la colonne 15 de la feuille-réponse. Noircissez le numéro 9 si vous avez au moins 9 enfants à votre charge.
10. Quelle langue officielle employez-vous le plus couramment?
- 0 Anglais - Noircir 0 à la colonne 16  
1 Français - Noircir 1 à la colonne 16
11. Quel niveau de scolarité avez-vous atteint?
- 0 8<sup>ème</sup> année ou moins - Noircir 0 à la colonne 17  
1 9<sup>ème</sup> année - Noircir 1 à la colonne 17  
2 10<sup>ème</sup> année - Noircir 2 à la colonne 17  
3 11<sup>ème</sup> année - Noircir 3 à la colonne 17  
4 12<sup>ème</sup> ou 13<sup>ème</sup> année - Noircir 4 à la colonne 17  
5 Quelques cours techniques, de formation professionnelle, ou encore de niveau collégial ou universitaire - Noircir 5 à la colonne 17  
6 Cour technique, de formation professionnelle, ou encore de niveau collégial (CEGEP) complet - Noircir 6 à la colonne 17  
7 Diplôme universitaire - Noircir 7 à la colonne 17

- 4 -

12. What is your present rank? Blacken the number in Column 18 or 19 that represents your present rank. Blacken only one number in column 18 or 19.

0	General	- Blacken 0 in Column 18
1	Colonel	- Blacken 1 in Column 18
2	Lieutenant-Colonel	- Blacken 2 in Column 18
3	Major	- Blacken 3 in Column 18
4	Captain	- Blacken 4 in Column 18
5	Lieutenant	- Blacken 5 in Column 18
6	Second-Lieutenant	- Blacken 6 in Column 18
7	OCdt	- Blacken 7 in Column 18

0	Chief Warrant Officer	- Blacken 0 in Column 19
1	Master Warrant Officer	- Blacken 1 in Column 19
2	Warrant Officer	- Blacken 2 in Column 19
3	Sergeant	- Blacken 3 in Column 19
4	Master Corporal	- Blacken 4 in Column 19
5	Corporal	- Blacken 5 in Column 19
6	Private (Trained)	- Blacken 6 in Column 19
7	Private (Untrained)	- Blacken 7 in Column 19
8	Private (Recruit)	- Blacken 8 in Column 19

SKIP COLUMN 20

13. Print your trade or classification MOC number \_\_\_\_\_.

If you are an "other rank" blacken the appropriate numbers in Columns 21, 22 and 23. Example: If you are Infantry you would mark 031.

If you are an "officer" blacken the two digit number in Columns 22 and 23. Do not mark Column 21. For example, if you are an Armoured officer you would mark 2 in Column 22 and 1 in Column 23 and leave Column 21 blank.

14. Print the number of years you have been in the Canadian Forces \_\_\_\_\_.

Blacken the appropriate numbers in Columns 24 and 25. For example, if you have been in the CF 9 years, mark 0 in column 24 and 9 in column 25.

15. Print the number of years you have held your current rank \_\_\_\_\_.

Blacken the appropriate numbers in Columns 26 and 27. For example, if you have been in your current rank 3 years, mark 0 in column 26 and 3 in column 27.

.../5

12. Quel est votre grade? Noircissez le chiffre à la colonne 18 ou 19 qui représente votre grade actuel. Noircissez un chiffre seulement à la colonne 18 or 19.

0	Général	- Noircir 1 à la colonne 18
1	Colonel	- Noircir 2 à la colonne 18
2	Lieutenant-colonel	- Noircir 3 à la colonne 18
3	Major	- Noircir 4 à la colonne 18
4	Capitaine	- Noircir 5 à la colonne 18
5	Lieutenant	- Noircir 6 à la colonne 18
6	Sous-lieutenant	- Noircir 7 à la colonne 18
7	Elève-officier	- Noircir 8 à la colonne 18

0	Adjudant-chef	- Noircir 1 à la colonne 19
1	Adjudant-maître	- Noircir 2 à la colonne 19
2	Adjudant	- Noircir 3 à la colonne 19
3	Sergent	- Noircir 4 à la colonne 19
4	Caporal-chef	- Noircir 5 à la colonne 19
5	Caporal	- Noircir 6 à la colonne 19
6	Soldat (entraîné)	- Noircir 7 à la colonne 19
7	Soldat (non-entraîné)	- Noircir 8 à la colonne 19
8	Soldat (recrue)	- Noircir 9 à la colonne 19

PASSEZ LA COLONNE 20

13. Inscrivez le code d'emploi militaire (CEM) de votre métier ou de votre classification \_\_\_\_\_.

Si vous êtes "non-officier", noircissez les chiffres appropriés dans les colonnes 21, 22 et 23. Exemple: si vous faites partie de l'infanterie, vous inscrivez 031.

Si vous êtes "officier", noircissez les deux chiffres appropriés dans les colonnes 22 et 23, mais n'inscrivez rien à la colonne 21. Par exemple, si vous faites partie des blindés, vous noircissez 2 dans la colonne 22 et 1 dans la colonne 23, et laissez la colonne 21 en blanc.

14. Inscrivez le nombre d'années que vous avez passées dans les Forces canadiennes \_\_\_\_\_.

Noircissez les chiffres appropriés dans les colonnes 24 et 25; par exemple, si vous avez passé 9 années dans les FC, noircissez 0 dans la colonne 24 et 9 dans la colonne 25.

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(When Completed)

SbM

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SKIP COLUMNS 28 TO 30

GO TO COLUMN 31

16. Print your four digit unit identification code (UIC) here \_\_\_\_\_.

Blacken the appropriate numbers in Columns 31 through 34. Your room supervisor will tell you your UIC if you do not know it.

YOU HAVE NOW COMPLETED PART I

PLEASE TURN THE PAGE

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CONFIDENTIAL  
(When Completed)

15. Inscrivez depuis combien d'années vous détenez le même grade

\_\_\_\_\_

Noircissez les chiffres appropriés dans les colonnes 26 et 27; par exemple, si vous avez le même grade depuis trois ans, vous noircissez 0 dans la colonne 26 et 3 dans la colonne 27.

PASSEZ LES COLONNES 28 À 30

PASSEZ À LA COLONNE 31

16. Inscrivez les quatre chiffres de votre code d'identification d'unité (CIU) \_\_\_\_\_.

Noircissez les nombres appropriés dans les colonnes 31 à 34. Le surveillant peut vous donner votre CIU si vous ne le connaissez pas.

VOUS AVEZ MAINTENANT TERMINÉ LA PREMIÈRE PARTIE

VEUILLEZ TOURNER LA PAGE

PART II

Rotate your answer sheet so that "SURVEY RESPONSES - RESPONSES DU SONDAGE" is at the top. Note that there are 75 lines of circled numbers in this part of the answer sheet.

The following questions have to do with your performance at work, and how your supervisor (shown on the card at the top of this page) views your performance at work. You are being asked to complete this questionnaire for research purposes. Your answers will be held in strictest confidence and you will never be identified individually. Please answer as frankly and completely as possible. Circle the number next to your choice and blacken the same number on the answer sheet that corresponds to your answer.

1. I have the potential to function:

- |  |                           |
|--|---------------------------|
| 1 only at a level below my current rank      | - Blacken 1 in question 1 |
| 2 only at my current rank                    | - Blacken 2 in question 1 |
| 3 one level above my current rank            | - Blacken 3 in question 1 |
| 4 two levels above my current rank           | - Blacken 4 in question 1 |
| 5 three or more levels above my current rank | - Blacken 5 in question 1 |

2. I expect that I will advance in the Canadian Forces over the next five years:

- |                               |                           |
|-------------------------------|---------------------------|
| 1 much more quickly than most | - Blacken 1 in question 2 |
| 2 more quickly than most      | - Blacken 2 in question 2 |
| 3 at a normal rate            | - Blacken 3 in question 2 |
| 4 less quickly than most      | - Blacken 4 in question 2 |
| 5 much less quickly than most | - Blacken 5 in question 2 |

3. I feel that my leadership potential compared with my peers is:

- |                  |                           |
|------------------|---------------------------|
| 1 extremely high | - Blacken 1 in question 3 |
| 2 high           | - Blacken 2 in question 3 |
| 3 average        | - Blacken 3 in question 3 |
| 4 low            | - Blacken 4 in question 3 |
| 5 extremely low  | - Blacken 5 in question 3 |

.../7

DEUXIÈME PARTIE

Tournez votre feuille-réponse de façon que le titre "SURVEY RESPONSES - RÉPONSES AU SONDAGE" figure au haut de la page. Veuillez noter que cette partie de la feuille-réponse compte 75 lignes de chiffres encerclés.

Les questions qui suivent se rapportent à votre rendement au travail et à la perception qu'en a votre surveillant(e), dont le nom apparaît sur la fiche au haut de la page. Vous répondez au présent questionnaire à des fins de recherche. Vos réponses resteront strictement confidentielles et votre identité ne sera jamais dévoilée. Veuillez donc répondre avec autant de franchise et de précision que possible. Encerclez le chiffre précédant la réponse choisie et noircissez sur la feuille-réponse le chiffre encerclé correspondant.

1. Mon potentiel me permet de travailler:

- |   |   |                             |
|---|---|-----------------------------|
| 1 | seulement à un échelon au-dessous de mon grade actuel   | - Noircir 1 à la question 1 |
| 2 | seulement à mon grade actuel                            | - Noircir 2 à la question 1 |
| 3 | à un échelon au-dessus de mon grade actuel              | - Noircir 3 à la question 1 |
| 4 | à deux échelons au-dessus de mon grade actuel           | - Noircir 4 à la question 1 |
| 5 | à au moins trois échelons au-dessus de mon grade actuel | - Noircir 5 à la question 1 |

2. Je prévois qu'au cours des 5 prochaines années j'obtiendrai de l'avancement dans les Forces canadiennes:

- |   |   |                             |
|---|---|-----------------------------|
| 1 | beaucoup plus rapidement que la majorité  | - Noircir 1 à la question 2 |
| 2 | plus rapidement que la majorité           | - Noircir 2 à la question 2 |
| 3 | à un rythme normal                        | - Noircir 3 à la question 2 |
| 4 | moins rapidement que la majorité          | - Noircir 4 à la question 2 |
| 5 | beaucoup moins rapidement que la majorité | - Noircir 5 à la question 2 |

3. Je crois que, par rapport à celle de mes homologues, mon aptitude à commander est:

- |   |             |                             |
|---|-------------|-----------------------------|
| 1 | très grande | - Noircir 1 à la question 3 |
| 2 | grande      | - Noircir 2 à la question 3 |
| 3 | moyenne     | - Noircir 3 à la question 3 |
| 4 | faible      | - Noircir 4 à la question 3 |
| 5 | très faible | - Noircir 5 à la question 3 |

4. I feel that my ability to take on more responsibility in the Canadian Forces is:

- |                  |                           |
|------------------|---------------------------|
| 1 extremely high | - Blacken 1 in question 4 |
| 2 high           | - Blacken 2 in question 4 |
| 3 average        | - Blacken 3 in question 4 |
| 4 low            | - Blacken 4 in question 4 |
| 5 extremely low  | - Blacken 5 in question 4 |

5. I feel I either can or have the potential to carry out:

- |  |                           |
|--|---------------------------|
| 1 all of the difficult tasks required in my trade      | - Blacken 1 in question 5 |
| 2 most of the difficult tasks required in my trade     | - Blacken 2 in question 5 |
| 3 some of the difficult tasks required in my trade     | - Blacken 3 in question 5 |
| 4 few of the difficult tasks required in my trade      | - Blacken 4 in question 5 |
| 5 very few of the difficult tasks required in my trade | - Blacken 5 in question 5 |

For the following two statements circle the number that best describes your answer and blacken the same number for each question on the answer sheet.

If I were performing just below acceptable standard at work, I would rate the importance of each of the causes listed below on a five point scale as follows:

Remember that performance just below acceptable standard can be due to more than one cause.

	not at all important as a cause		moderately important as a cause		extremely important as a cause
6. lack of ability	1	2	3	4	5
7. bad luck	1	2	3	4	5
8. difficult job	1	2	3	4	5
9. lack of effort	1	2	3	4	5
10. my sex	1	2	3	4	5

4. Je crois que mon attitude à assumer de plus grandes responsabilités au sein des Forces canadiennes est:

- |   |             |                             |
|---|-------------|-----------------------------|
| 1 | très grande | - Noircir 1 à la question 4 |
| 2 | grande      | - Noircir 2 à la question 4 |
| 3 | moyenne     | - Noircir 3 à la question 4 |
| 4 | faible      | - Noircir 4 à la question 4 |
| 5 | très faible | - Noircir 5 à la question 4 |

5. Je crois avoir ou pouvoir acquérir les aptitudes nécessaires pour m'acquitter de:

- |   |  |                             |
|---|--|-----------------------------|
| 1 | toutes les tâches difficiles reliées à mon métier        | - Noircir 1 à la question 5 |
| 2 | la plupart des tâches difficiles reliés à mon métier     | - Noircir 2 à la question 5 |
| 3 | certaines des tâches difficiles reliées à mon métier     | - Noircir 3 à la question 5 |
| 4 | quelques-unes des tâches difficiles reliées à mon métier | - Noircir 4 à la question 5 |
| 5 | très peu des tâches difficiles reliées à mon métier      | - Noircir 5 à la question 5 |

Encerclez le chiffre qui correspond à celui des deux énoncés suivants qui décrit le mieux votre opinion et noircissez le même chiffre sur la feuille-réponse.

Si je donnais un rendement légèrement inférieur à la norme, j'évaluerais, sur une échelle de 1 à 5, l'importance relative de chacune des causes énumérées ci-dessous comme suit:

N'oubliez pas qu'un rendement légèrement inférieur à la norme peut être attribuable à plusieurs causes à la fois.

	<u>Cause sans importance</u>	<u>Cause assez importante</u>	<u>Cause extrêmement importante</u>		
6.	Manque d'aptitudes	1	2	3	4 5
7.	Malchance	1	2	3	4 5
8.	Tâche difficile	1	2	3	4 5
9.	Manque d'efforts	1	2	3	4 5
10.	Mon sexe	1	2	3	4 5

If I were showing outstanding performance at work, I would rate the importance of each of the causes listed below on a five point scale as follows:

Remember that outstanding performance can be due to more than one cause.

	not at all important as a cause		moderately important as a cause		extremely important as a cause
11. ability	1	2	3	4	5
12. good luck	1	2	3	4	5
13. easy job	1	2	3	4	5
14. hard work	1	2	3	4	5
15. my sex	1	2	3	4	5

16. The likelihood of me making a career of the Canadian Forces and remaining in the service until retirement age is:

- |                          |                            |
|--------------------------|----------------------------|
| ✓ 1 extremely high       | - Blacken 1 in question 16 |
| 2 high                   | - Blacken 2 in question 16 |
| 3 no different from most | - Blacken 3 in question 16 |
| 4 low                    | - Blacken 4 in question 16 |
| 5 extremely low          | - Blacken 5 in question 16 |

17. My supervisor would let performance from me that was just below acceptable standard pass unmentioned:

- |                             |                            |
|-----------------------------|----------------------------|
| 1 less than 1% of the time  | - Blacken 1 in question 17 |
| 2 less than 5% of the time  | - Blacken 2 in question 17 |
| 3 less than 10% of the time | - Blacken 3 in question 17 |
| 4 less than 20% of the time | - Blacken 4 in question 17 |
| 5 20% or more of the time   | - Blacken 5 in question 17 |

18. If you had enough money to live as comfortably as you would like for the rest of your life (e.g. won a lottery), would you continue to work in the CF?

- |                    |                            |
|--------------------|----------------------------|
| 1 definitely yes   | - Blacken 1 in question 18 |
| 2 more than likely | - Blacken 2 in question 18 |
| 3 not sure         | - Blacken 3 in question 18 |
| 4 not likely       | - Blacken 4 in question 18 |
| 5 definitely no    | - Blacken 5 in question 18 |

CONFIDENTIEL  
(Une fois rempli)

SbM

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Si je donnais un rendement exceptionnel au travail, j'évaluerais, sur un échelle de 1 à 5, l'importance relative de chacune des causes énumérées ci-dessous comme il suit:

N'oubliez pas que le rendement exceptionnel peut être attribuable à plusieurs causes à la fois.

	<u>Cause sans</u>	<u>Cause assez</u>	<u>Cause extrêmement</u>		
	<u>importance</u>	<u>importante</u>	<u>importante</u>		
11. Aptitudes	1	2	3	4	5
12. Chance	1	2	3	4	5
13. Tâche facile	1	2	3	4	5
14. Efforts	1	2	3	4	5
15. Mon sexe	1	2	3	4	5

16. La probabilité que je fasse carrière dans les Forces canadiennes et que j'y reste jusqu'au moment de la retraite est:

- |   |             |                              |
|---|-------------|------------------------------|
| 1 | très grande | - Noircir 1 à la question 16 |
| 2 | grande      | - Noircir 2 à la question 16 |
| 3 | moyenne     | - Noircir 3 à la question 16 |
| 4 | faible      | - Noircir 4 à la question 16 |
| 5 | très faible | - Noircir 5 à la question 16 |

17. Mon surveillant passe sous silence les périodes où mon rendement peut être légèrement inférieur à la norme, et ce:

- |   |                           |                              |
|---|---------------------------|------------------------------|
| 1 | moins de 1% du temps      | - Noircir 1 à la question 17 |
| 2 | moins de 5% du temps      | - Noircir 2 à la question 17 |
| 3 | moins de 10% du temps     | - Noircir 3 à la question 17 |
| 4 | moins de 20% du temps     | - Noircir 4 à la question 17 |
| 5 | 20% du temps ou davantage | - Noircir 5 à la question 17 |

18. Si vous aviez les moyens de vivre confortablement pour le reste de vos jours (par exemple si vous gagniez à la loterie), continueriez-vous à servir dans les FC?

- |   |                    |                              |
|---|--------------------|------------------------------|
| 1 | très certainement  | - Noircir 1 à la question 18 |
| 2 | très probablement  | - Noircir 2 à la question 18 |
| 3 | je ne suis pas sûr | - Noircir 3 à la question 18 |
| 4 | peu probable       | - Noircir 4 à la question 18 |
| 5 | certainement pas   | - Noircir 5 à la question 18 |

.../9

19. I am:

- |                              |                            |
|------------------------------|----------------------------|
| 1 strongly motivated         | - Blacken 1 in question 19 |
| 2 motivated                  | - Blacken 2 in question 19 |
| 3 not particularly motivated | - Blacken 3 in question 19 |
| 4 not at all motivated       | - Blacken 4 in question 19 |

to do my job well.

20. My supervisor would let outstanding performance from me pass unmentioned:

- |                             |                            |
|-----------------------------|----------------------------|
| 1 less than 1% of the time  | - Blacken 1 in question 20 |
| 2 less than 5% of the time  | - Blacken 2 in question 20 |
| 3 less than 10% of the time | - Blacken 3 in question 20 |
| 4 less than 20% of the time | - Blacken 4 in question 20 |
| 5 20% or more of the time   | - Blacken 5 in question 20 |

21. If I were showing outstanding performance I think my supervisor would:

- |   |                            |
|---|----------------------------|
| 1 recommend strongly that I be promoted   | - Blacken 1 in question 21 |
| 2 recommend that I be promoted            | - Blacken 2 in question 21 |
| 3 not likely recommend that I be promoted | - Blacken 3 in question 21 |
| 4 not recommend that I be promoted        | - Blacken 4 in question 21 |

22. If it were within my supervisor's power, and I were showing outstanding performance he/she would recommend:

- |                                |                            |
|--------------------------------|----------------------------|
| 1 a very large salary increase | - Blacken 1 in question 22 |
| 2 a large salary increase      | - Blacken 2 in question 22 |
| 3 a moderate salary increase   | - Blacken 3 in question 22 |
| 4 a slight salary increase     | - Blacken 4 in question 22 |
| 5 no salary increase           | - Blacken 5 in question 22 |

23. If I were performing just below acceptable standard my supervisor would probably:

- |   |                            |
|---|----------------------------|
| 1 accept it, as he/she would figure that it is hard enough for me | - Blacken 1 in question 23 |
| 2 accept it, but hope that it would improve                       | - Blacken 2 in question 23 |
| 3 mention in passing that I should improve                        | - Blacken 3 in question 23 |
| 4 counsel me to improve, but not note it on my file               | - Blacken 4 in question 23 |
| 5 counsel me to improve, and note it on my file                   | - Blacken 5 in question 23 |

19. Je suis:

- |   |                                |                              |
|---|--------------------------------|------------------------------|
| 1 | très motivé(e)                 | - Noircir 1 à la question 19 |
| 2 | motivé(e)                      | - Noircir 2 à la question 19 |
| 3 | pas particulièrement motivé(e) | - Noircir 3 à la question 19 |
| 4 | pas du tout motivé(e)          | - Noircir 4 à la question 19 |

à bien faire mon travail.

20. Mon surveillant ne tient pas compte du rendement exceptionnel que je peux donner, et ce:

- |   |                           |                              |
|---|---------------------------|------------------------------|
| 1 | moins de 1% du temps      | - Noircir 1 à la question 20 |
| 2 | moins de 5% du temps      | - Noircir 2 à la question 20 |
| 3 | moins de 10% du temps     | - Noircir 3 à la question 20 |
| 4 | moins de 20% du temps     | - Noircir 4 à la question 20 |
| 5 | 20% du temps ou davantage | - Noircir 5 à la question 20 |

21. Si je donnais un rendement exceptionnel, je crois que mon surveillant:

- |   |   |                              |
|---|---|------------------------------|
| 1 | recommanderait fortement que je sois promu(e)           | - Noircir 1 à la question 21 |
| 2 | recommanderait que je sois promu(e)                     | - Noircir 2 à la question 21 |
| 3 | ne recommanderait pas que je sois promu(e)              | - Noircir 3 à la question 21 |
| 4 | ne recommanderait certainement pas que je sois promu(e) | - Noircir 4 à la question 21 |

22. Si je donnais un rendement exceptionnel, mon surveillant recommanderait, s'il n'en tenait qu'à lui, que j'obtienne

- |   |   |                              |
|---|---|------------------------------|
| 1 | une très grosse augmentation de salaire | - Noircir 1 à la question 22 |
| 2 | une grosse augmentation de salaire      | - Noircir 2 à la question 22 |
| 3 | une augmentation de salaire moyenne     | - Noircir 3 à la question 22 |
| 4 | une petite augmentation de salaire      | - Noircir 4 à la question 22 |
| 5 | pas d'augmentation de salaire           | - Noircir 5 à la question 22 |

.../10

CONFIDENTIEL  
(Une fois rempli)

Observations

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CONFIDENTIEL  
(Une fois rempli)

CONFIDENTIAL  
(When Completed)

Comments

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If you have any comments you wish to make about any part of this survey please feel free to write them in the space provided below. Remember that your comments will be held in confidence.

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(When Completed)

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(Une fois rempli)

- 5 -

	<u>Entièrement d'accord</u>	<u>D'accord</u>	<u>En désaccord</u>	<u>Entièrement en désaccord</u>
21. Pour les femmes, l'indépendance sociale et financière a beaucoup plus d'importance que l'acceptation de l'image de la femme idéale créée par les hommes.	1	2	3	4
22. Dans l'ensemble, les femmes sont moins aptes que les hommes à participer à la production économique.	1	2	3	4
23. En matière d'embauche ou d'avancement, il faut souvent accorder la préférence aux hommes plutôt qu'aux femmes.	1	2	3	4
24. Les femmes doivent avoir les mêmes chances que les hommes de faire l'apprentissage de divers métiers.	1	2	3	4
25. Aujourd'hui, les filles ont droit aux mêmes libertés à l'égard des contraintes et de la surveillance que celles accordées aux garçons.	1	2	3	4

Si vous désirez faire des commentaires sur les questionnaires des enveloppes 1 ou 2, veuillez écrire vos observations dans l'espace disponible à la fin de ce livret.

Retournez le sondage, les feuilles réponses, et le commentaire dans l'enveloppe qui vous est fournie.

CONFIDENTIEL  
(Une fois rempli)

CONFIDENTIEL  
(Une fois rempli)

- 4 -

	<u>Entièrement d'accord</u>	<u>D'accord</u>	<u>En désaccord</u>	<u>Entièrement en désaccord</u>
15. Il est tout aussi ridicule pour une femme de conduire une locomotive que pour un homme de reprendre des chaussettes.	1	2	3	4
16. D'une façon générale, le père doit avoir plus d'autorité que la mère pour éduquer les enfants.	1	2	3	4
17. On devrait déconseiller aux femmes d'avoir des relations sexuelles avant le mariage, même avec leur fiancé.	1	2	3	4
18. La loi ne devrait pas accorder plus de droits aux hommes qu'aux femmes à l'égard de l'utilisation des revenus ou des biens familiaux.	1	2	3	4
19. Les femmes devraient se consacrer à leurs rôles de procréatrice et de maîtresse de maison, plutôt que chercher à faire carrière dans les affaires ou dans une profession.	1	2	3	4
20. Les hommes devraient assumer la plus grande partie de la direction idéologique de la société.	1	2	3	4

.../5

CONFIDENTIEL  
(Une fois rempli)

CONFIDENTIAL  
(When Completed)

- 4 -

	<u>Agree</u> <u>Strongly</u>	<u>Agree</u> <u>Mildly</u>	<u>Disagree</u> <u>Mildly</u>	<u>Disagree</u> <u>Strongly</u>
22. On the average, women should be regarded as less capable of contribution to economic production than are men.	1	2	3	4
23. There are many jobs in which men should be given preference over women in being hired or promoted.	1	2	3	4
24. Women should be given equal opportunity with men for apprenticeship in the various trades.	1	2	3	4
25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.	1	2	3	4

If you wish to comment on the questionnaires in either Envelope 1 or Envelope 2, please make your comments in the space provided on the last page of this survey booklet.

Hand in the survey booklet, including the comment page, and the answer sheet in the envelope provided.

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(When Completed)

CONFIDENTIEL  
(Une fois rempli)

- 3 -

	<u>Entièrement d'accord</u>	<u>D'accord</u>	<u>En désaccord</u>	<u>Entièrement en désaccord</u>
8. La nomination à un poste et l'avancement devraient s'effectuer strictement selon le mérite et sans égard au sexe.	1	2	3	4
9. Les femmes devraient pouvoir, tout comme les hommes, faire une demande en mariage.	1	2	3	4
10. Les femmes devraient chercher moins à faire valoir leurs droits et plus à devenir de bonnes épouses et de bonnes mères.	1	2	3	4
11. À salaire égal, la femme devrait partager également avec son ami le coût d'une sortie.	1	2	3	4
12. Les femmes devraient occuper la place à laquelle elles ont légitimement droit dans le domaine des affaires et dans toutes les professions, au même titre que les hommes.	1	2	3	4
13. Une femme ne devrait pas prétendre à fréquenter les mêmes endroits ou à jouir de la même liberté d'action qu'un homme.	1	2	3	4
14. Dans une famille, les fils devraient être plus encouragés que les filles à poursuivre des études de niveau collégial.	1	2	3	4

.../4

CONFIDENTIEL  
(Une fois rempli)

CONFIDENTIAL  
(When Completed)

- 3 -

	<u>Agree</u> <u>Strongly</u>	<u>Agree</u> <u>Mildly</u>	<u>Disagree</u> <u>Mildly</u>	<u>Disagree</u> <u>Strongly</u>
12. Women should assume their rightful place in business and all the professions along with men.	1	2	3	4
13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.	1	2	3	4
14. Sons in a family should be given more encouragement to go to college than daughters.	1	2	3	4
15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.	1	2	3	4
16. In general, the father should have greater authority than the mother in the bringing up of children.	1	2	3	4
17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances.	1	2	3	4
18. The husband should not be favoured by law over the wife in the disposal of family property or income.	1	2	3	4
19. Women should be concerned with their duties of childrearing and house-tending, rather than with desires for professional and business-careers.	1	2	3	4
20. The intellectual leadership of a community should be largely in the hands of men.	1	2	3	4
21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set by men.	1	2	3	4

.../4

CONFIDENTIAL  
(When Completed)

CONFIDENTIEL  
(Une fois rempli)

- 2 -

	<u>Entièrement d'accord</u>	<u>D'accord</u>	<u>En désaccord</u>	<u>Entièrement en désaccord</u>
1. Les jurons et les obscénités sont plus choquants dans la bouche d'une femme que dans celle d'un homme.	1	2	3	4
2. Les femmes devraient prendre une part de plus en plus grande au règlement des problèmes sociaux et idéologiques de l'heure.	1	2	3	4
3. Les deux conjoints devraient pouvoir invoquer les mêmes motifs pour obtenir le divorce.	1	2	3	4
4. Raconter des histoires "grossières" devraient être surtout réservé aux hommes.	1	2	3	4
5. L'ivresse se tolère mieux chez les hommes que chez les femmes.	1	2	3	4
6. Étant donné les conditions économiques et le fait que beaucoup de femmes travaillent à l'extérieur du foyer, les hommes devraient participer aux tâches domestiques, par exemple laver la vaisselle et faire le lavage.	1	2	3	4
7. Il est offensant pour les femmes que le serment "d'obéissance" fasse toujours partie du texte de la cérémonie du mariage.	1	2	3	4

.../3

CONFIDENTIEL  
(Une fois rempli)

CONFIDENTIAL  
(When Completed)

- 2 -

	<u>Agree</u> <u>Strongly</u>	<u>Agree</u> <u>Mildly</u>	<u>Disagree</u> <u>Mildly</u>	<u>Disagree</u> <u>Strongly</u>
1. Swearing and obscenity is more repulsive in the speech of a woman than a man.	1	2	3	4
2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.	1	2	3	4
3. Both husband and wife should be allowed the same grounds for divorce.	1	2	3	4
4. Telling dirty jokes should be mostly a masculine prerogative.	1	2	3	4
5. Intoxication among women is worse than intoxication among men.	1	2	3	4
6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.	1	2	3	4
7. It is insulting to women to have the "obey" clause remain in the marriage service.	1	2	3	4
8. There should be a strict merit system in job appointment and promotion without regard to sex.	1	2	3	4
9. A woman should be as free as a man to propose marriage.	1	2	3	4
10. Women should worry less about their rights and more about becoming good wives and mothers.	1	2	3	4
11. Women earning as much as their dates should bear equally the expense when they go out together.	1	2	3	4

.../3

CONFIDENTIAL  
(When Completed)

TROISIÈME PARTIE

Tournez votre feuille réponse de façon que le titre "Biographical Information/Données Biographiques" figure dans le coin supérieur droit de la page.

1. Noircissez la case B de la colonne 1, puisque c'est la deuxième feuille-réponse que vous remplissez.
  
2. Noircissez la case B de la colonne 2 pour que nous puissions vous identifier comme subalterne.
  
3. Code du document - Colonnes 5 à 8.

Dans les colonnes 5 à 8 de la feuille-réponse, noircissez les chiffres correspondant au code qui apparaît dans le coin supérieur droit de cette page.

Tournez votre feuille-réponse de façon que le titre "Survey Responses/Réponses du Sondage" figure au haut de la page. Prenez note que cette partie de la feuille-réponse comprend 75 lignes de chiffres encadrés. Par ailleurs, les énoncés qui suivent décrivent différentes façons de percevoir le rôle des femmes dans la société. Les réponses ne sont ni bonnes, ni mauvaises; il s'agit uniquement d'opinions. Indiquez dans quelle mesure vous êtes d'accord avec chacun des énoncés, soit (1) entièrement d'accord, (2) d'accord (3) en désaccord, (4) entièrement en désaccord. Encerclez le chiffre correspondant le mieux à votre opinion et noircissez le chiffre correspondant sur la feuille-réponse.

.../2

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(When Completed)

PART III

Turn your answer sheet so that the title "Biographical Information/Données Biographiques" appears on the upper right hand side of the page.

1. Blacken B in Column 1 because this is the second answer sheet you will be completing.
  
2. Blacken B in Column 2 because we wish to identify you as a subordinate.
  
3. Code No. - Columns 5 - 8

Blacken the numbers in Columns 5 to 8 of the answer sheet to indicate the code number which appears at the top right hand corner of this page.

Rotate your answer sheet so that "Survey Responses/Responses du Sondage" is at the top. Note that there are 75 lines of circled numbers in this part of the answer sheet. The statements listed below describe attitudes toward the role of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you (1) Agree Strongly, (2) Agree Mildly, (3) Disagree Mildly, or (4) Disagree Strongly. Circle the number that best describes your answer and blacken the same numbers for each question on the answer sheet.

.../2

CONFIDENTIEL  
(Une fois rempli)

Observations

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CONFIDENTIEL  
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(When Completed)

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(When Completed)

CONFIDENTIEL  
(Une fois rempli)

- 5 -

	<u>Entièrement d'accord</u>	<u>D'accord</u>	<u>En désaccord</u>	<u>Entièrement en désaccord</u>
21. Pour les femmes, l'indépendance sociale et financière a beaucoup plus d'importance que l'acceptation de l'image de la femme idéale créée par les hommes.	1	2	3	4
22. Dans l'ensemble, les femmes sont moins aptes que les hommes à participer à la production économique.	1	2	3	4
23. En matière d'embauche ou d'avancement, il faut souvent accorder la préférence aux hommes plutôt qu'aux femmes.	1	2	3	4
24. Les femmes doivent avoir les mêmes chances que les hommes de faire l'apprentissage de divers métiers.	1	2	3	4
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CONFIDENTIEL  
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CONFIDENTIEL  
(Une fois rempli)

- 4 -

	<u>Entièrement d'accord</u>	<u>D'accord</u>	<u>En désaccord</u>	<u>Entièrement en désaccord</u>
15. Il est tout aussi ridicule pour une femme de conduire une locomotive que pour un homme de repriser des chaussettes.	1	2	3	4
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17. On devrait déconseiller aux femmes d'avoir des relations sexuelles avant le mariage, même avec leur fiancé.	1	2	3	4
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19. Les femmes devraient se consacrer à leurs rôles de procréatrice et de maîtresse de maison, plutôt que chercher à faire carrière dans les affaires ou dans une profession.	1	2	3	4
20. Les hommes devraient assumer la plus grande partie de la direction idéologique de la société.	1	2	3	4

.../5

CONFIDENTIEL  
(Une fois rempli)

CONFIDENTIAL  
(When Completed)

- 4 -

	<u>Agree</u> <u>Strongly</u>	<u>Agree</u> <u>Mildly</u>	<u>Disagree</u> <u>Mildly</u>	<u>Disagree</u> <u>Strongly</u>
22. On the average, women should be regarded as less capable of contribution to economic production than are men.	1	2	3	4
23. There are many jobs in which men should be given preference over women in being hired or promoted.	1	2	3	4
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(Une fois rempli)

- 3 -

	<u>Entièrement d'accord</u>	<u>D'accord</u>	<u>En désaccord</u>	<u>Entièrement en désaccord</u>
8. La nomination à un poste et l'avancement devraient s'effectuer strictement selon le mérite et sans égard au sexe.	1	2	3	4
9. Les femmes devraient pouvoir, tout comme les hommes, faire une demande en mariage.	1	2	3	4
10. Les femmes devraient chercher moins à faire valoir leurs droits et plus à devenir de bonnes épouses et de bonnes mères.	1	2	3	4
11. À salaire égal, la femme devrait partager également avec son ami le coût d'une sortie.	1	2	3	4
12. Les femmes devraient occuper la place à laquelle elles ont légitimement droit dans le domaine des affaires et dans toutes les professions, au même titre que les hommes.	1	2	3	4
13. Une femme ne devrait pas prétendre à fréquenter les mêmes endroits ou à jouir de la même liberté d'action qu'un homme.	1	2	3	4
14. Dans une famille, les fils devraient être plus encouragés que les filles à poursuivre des études de niveau collégial.	1	2	3	4

.../4

CONFIDENTIEL  
(Une fois rempli)

CONFIDENTIAL  
(When Completed)

- 3 -

	<u>Agree</u> <u>Strongly</u>	<u>Agree</u> <u>Mildly</u>	<u>Disagree</u> <u>Mildly</u>	<u>Disagree</u> <u>Strongly</u>
12. Women should assume their rightful place in business and all the professions along with men.	1	2	3	4
13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.	1	2	3	4
14. Sons in a family should be given more encouragement to go to college than daughters.	1	2	3	4
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16. In general, the father should have greater authority than the mother in the bringing up of children.	1	2	3	4
17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances.	1	2	3	4
18. The husband should not be favoured by law over the wife in the disposal of family property or income.	1	2	3	4
19. Women should be concerned with their duties of childrearing and house-tending, rather than with desires for professional and business careers.	1	2	3	4
20. The intellectual leadership of a community should be largely in the hands of men.	1	2	3	4
21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set by men.	1	2	3	4

.../4

CONFIDENTIAL  
(When Completed)

CONFIDENTIEL  
(Une fois rempli)

- 2 -

	<u>Entièrement d'accord</u>	<u>D'accord</u>	<u>En désaccord</u>	<u>Entièrement en désaccord</u>
1. Les jurons et les obscénités sont plus choquants dans la bouche d'une femme que dans celle d'un homme.	1	2	3	4
2. Les femmes devraient prendre une part de plus en plus grande au règlement des problèmes sociaux et idéologiques de l'heure.	1	2	3	4
3. Les deux conjoints devraient pouvoir invoquer les mêmes motifs pour obtenir le divorce.	1	2	3	4
4. Raconter des histoires "grossières" devraient être surtout réservé aux hommes.	1	2	3	4
5. L'ivresse se tolère mieux chez les hommes que chez les femmes.	1	2	3	4
6. Étant donné les conditions économiques et le fait que beaucoup de femmes travaillent à l'extérieur du foyer, les hommes devraient participer aux tâches domestiques, par exemple laver la vaisselle et faire le lavage.	1	2	3	4
7. Il est offensant pour les femmes que le serment "d'obéissance" fasse toujours partie du texte de la cérémonie du mariage.	1	2	3	4

CONFIDENTIEL  
(Une fois rempli)

.../3

CONFIDENTIAL  
(When Completed)

- 2 -

	<u>Agree</u> <u>Strongly</u>	<u>Agree</u> <u>Mildly</u>	<u>Disagree</u> <u>Mildly</u>	<u>Disagree</u> <u>Strongly</u>
1. Swearing and obscenity is more repulsive in the speech of a woman than a man.	1	2	3	4
2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.	1	2	3	4
3. Both husband and wife should be allowed the same grounds for divorce.	1	2	3	4
4. Telling dirty jokes should be mostly a masculine prerogative.	1	2	3	4
5. Intoxication among women is worse than intoxication among men.	1	2	3	4
6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.	1	2	3	4
7. It is insulting to women to have the "obey" clause remain in the marriage service.	1	2	3	4
8. There should be a strict merit system in job appointment and promotion without regard to sex.	1	2	3	4
9. A woman should be as free as a man to propose marriage.	1	2	3	4
10. Women should worry less about their rights and more about becoming good wives and mothers.	1	2	3	4
11. Women earning as much as their dates should bear equally the expense when they go out together.	1	2	3	4

.../3

CONFIDENTIAL  
(When Completed)

CONFIDENTIEL  
(Une fois rempli)

TROISIÈME PARTIE

Tournez votre feuille réponse de façon que le titre "Biographical Information/Données Biographiques" figure dans le coin supérieur droit de la page.

1. Noircissez la case B de la colonne 1, puisque c'est la deuxième feuille-réponse que vous remplissez.
  
2. Noircissez la case A de la colonne 2 pour que nous puissions vous identifier comme surveillant(e).
  
3. Code du document - Colonnes 5 à 8.

Dans les colonnes 5 à 8 de la feuille-réponse, noircissez les chiffres correspondant au code qui apparaît dans le coin supérieur droit de cette page.

Tournez votre feuille-réponse de façon que le titre "Survey Responses/Réponses du Sondage" figure au haut de la page. Prenez note que cette partie de la feuille-réponse comprend 75 lignes de chiffres encadrés. Par ailleurs, les énoncés qui suivent décrivent différentes façons de percevoir le rôle des femmes dans la société. Les réponses ne sont ni bonnes, ni mauvaises; il s'agit uniquement d'opinions. Indiquez dans quelle mesure vous êtes d'accord avec chacun des énoncés, soit (1) entièrement d'accord, (2) d'accord (3) en désaccord, (4) entièrement en désaccord. Encerclez le chiffre correspondant le mieux à votre opinion et noircissez le chiffre correspondant sur la feuille-réponse.

.../2

CONFIDENTIEL  
(Une fois rempli)

CONFIDENTIAL  
(When Completed)

PART III

Turn your answer sheet so that the title "Biographical Information/Données Biographiques" appears on the upper right hand side of the page.

1. Blacken B in Column 1 because this is the second answer sheet you will be completing.
2. Blacken A in Column 2 because we wish to identify you as a supervisor.
3. Code No. - Columns 5 - 8  
Blacken the numbers in Columns 5 to 8 of the answer sheet to indicate the code number which appears at the top right hand corner of this page.

Rotate your answer sheet so that "Survey Responses/Réponses du Sondage" is at the top. Note that there are 75 lines of circled numbers in this part of the answer sheet. The statements listed below describe attitudes toward the role of women in society which different people have. There are no right or wrong answers, only opinions. You are asked to express your feelings about each statement by indicating whether you (1) Agree Strongly, (2) Agree Mildly, (3) Disagree Mildly, or (4) Disagree Strongly. Circle the number that best describes your answer and blacken the same numbers for each question on the answer sheet.

.../2

CONFIDENTIAL  
(When Completed)

## APPENDIX B6

Short Form of the Attitudes Toward Women Scale (AWS)  
with Different Face Sheets for Supervisors and Subordinates

TOURNEZ VOTRE FEUILLE-RÉPONSE DE FAÇON QUE LE TITRE

"BIOGRAPHICAL INFORMATION - DONNÉES BIOGRAPHIQUES"

FIGURE DANS LE COIN SUPÉRIEUR DROIT

52. Je travaille sans surveillance \_\_\_\_\_ p. cent du temps.

Inscrivez le chiffre approprié dans l'espace ci-dessous et noircissez les chiffres correspondants dans les colonnes 37 et 38 de la feuille-réponse. Par exemple, si vous travaillez en autonomie 5 p. cent du temps, noircissez 0 dans la colonne 37 et 5 dans la colonne 38 (pour un maximum de 99 p. cent).

53. Plus particulièrement, je travaille sous surveillance directe \_\_\_\_\_ p. cent du temps.

Inscrivez le chiffre approprié dans l'espace ci-dessus et noircissez les chiffres correspondants dans les colonnes 39 et 40 de la feuille-réponse. Par exemple, si vous travaillez sous surveillance directe 5 p. cent du temps, noircissez 0 dans la colonne 39 et 5 dans la colonne 40 (pour un maximum de 99 p. cent).

54. Je qualifierais les tâches reliées à mon poste de:

- |   |  |                             |
|---|--|-----------------------------|
| 1 | traditionnellement réservées aux femmes                  | - Noircir 1 à la colonne 41 |
| 2 | traditionnellement assignées aux hommes comme aux femmes | - Noircir 2 à la colonne 41 |
| 3 | traditionnellement réservées aux hommes                  | - Noircir 3 à la colonne 41 |

VOUS AVEZ MAINTENANT TERMINÉ LA PARTIE II

Veillez détacher la feuille sur laquelle figure le nom de votre surveillant(e) et la déchirer.

TURN YOUR ANSWER SHEET SO THAT BIOGRAPHICAL INFORMATION - DONNÉES  
BIOGRAPHIQUES IS IN THE TOP RIGHT-HAND CORNER

52. I work unsupervised \_\_\_\_\_ percent of the time.

Print the percentage in the space and blacken the appropriate numbers in columns 37 and 38. For example, if you work unsupervised 5 percent of the time, mark 0 in column 37 and mark 5 in column 38. (Maximum 99 percent.)

53. More specifically, I receive direct supervision \_\_\_\_\_ percent of the time.

Print the percentage in the space and blacken the appropriate numbers in columns 39 and 40. For example, if you receive direct supervision 5 percent of the time, mark 0 in column 39 and 5 in column 40. (Maximum 99 percent.)

54. I would classify the kind of work that I am required to do in my position as being:

- |   |                          |
|---|--------------------------|
| 0 traditionally women's work                    | - Blacken 1 in column 41 |
| 1 work traditionally done by both men and women | - Blacken 2 in column 41 |
| 2 traditionally men's work                      | - Blacken 3 in column 41 |

YOU HAVE NOW COMPLETED PART II

Please detach the card on which your supervisor's name is written and destroy it.

Hand in survey booklet and answer sheet in the envelope provided, and obtain Envelope II for completion.

Sur une échelle de 1 à 5, je considère que les tâches reliées à mon poste sont:

39.	très en vue	1	2	3	4	très peu en vue	5
40.	opérationnelles	1	2	3	4	non opérationnelles	5
41.	de combat	1	2	3	4	non reliées au combat	5
42.	passionnantes	1	2	3	4	ennuyantes	5
43.	monotomes	1	2	3	4	variées	5
44.	de première ligne	1	2	3	4	de soutien de la zone arrière	5
45.	techniques	1	2	3	4	non techniques	5
46.	de prestige	1	2	3	4	sans prestige	5
47.	importantes	1	2	3	4	sans importance	5
48.	compliquées	1	2	3	4	sans complication	5
49.	stressantes	1	2	3	4	non stressantes	5
50.	de relations publiques	1	2	3	4	sans relations avec le public	5
51.	dangereuses	1	2	3	4	non dangereuses	5

.../13

I would classify the kind of work I am required to do in my position on each of the five point scales as follows:

39.	high profile	1	2	3	4	low profile	5
40.	operational	1	2	3	4	non-operational	5
41.	combat	1	2	3	4	non-combat	5
42.	exciting	1	2	3	4	dull	5
43.	routine	1	2	3	4	constantly changing	5
44.	front line	1	2	3	4	rear support	5
45.	technical	1	2	3	4	non-technical	5
46.	high status	1	2	3	4	low status	5
47.	important	1	2	3	4	not important	5
48.	complex	1	2	3	4	not complex	5
49.	stressful	1	2	3	4	not stressful	5
50.	people-oriented	1	2	3	4	not people-oriented	5
51.	dangerous	1	2	3	4	not dangerous	5

CONFIDENTIEL  
(Une fois rempli)

SbF

- 11 -

Encerclez pour les deux énoncés qui suivent le chiffre qui décrit le mieux votre opinion et noircissez le même chiffre sur la feuille-réponse.

Mon surveillant serait disposé à me faire occuper un poste décrit comme:

	<u>Assurément</u>	<u>Oui</u>	<u>Ne sais pas</u>	<u>Non</u>	<u>Certainement pas</u>
25. De soutien	1	2	3	4	5
26. De responsabilité	1	2	3	4	5
27. De surveillance	1	2	3	4	5
28. De prestige	1	2	3	4	5
29. Stressant	1	2	3	4	5
30. Dangereux	1	2	3	4	5
31. D'importance vitale	1	2	3	4	5
32. Exigeant du point de vue physique	1	2	3	4	5
33. De combat	1	2	3	4	5
34. Du domaine des relations publiques	1	2	3	4	5
35. Technique	1	2	3	4	5
36. Compliqué	1	2	3	4	5
37. Administratif	1	2	3	4	5
38. De commandement	1	2	3	4	5

.../12

CONFIDENTIEL  
(Une fois rempli)

For the following two statements circle the number that best describes your answer and blacken the same number for each question on the answer sheet.

My supervisor would be prepared to place me in positions that could be described as:

	<u>Definitely</u> <u>Yes</u>	<u>Yes</u>	<u>Don't</u> <u>Know</u>	<u>No</u>	<u>Definitely</u> <u>No</u>
25. Support	1	2	3	4	5
26. Responsible	1	2	3	4	5
27. Supervisory	1	2	3	4	5
28. High Profile	1	2	3	4	5
29. Stressful	1	2	3	4	5
30. Dangerous	1	2	3	4	5
31. Vital	1	2	3	4	5
32. Physically Difficult	1	2	3	4	5
33. Combat	1	2	3	4	5
34. People-oriented	1	2	3	4	5
35. Technical	1	2	3	4	5
36. Complex	1	2	3	4	5
37. Administrative	1	2	3	4	5
38. Command	1	2	3	4	5

23. Si mon rendement se situait légèrement en dessous de la norme, mon surveillant aurait probablement l'attitude suivante:

- 1 il(elle) accepterait la situation, - Noircir 1 à la question 23  
considérant qu'elle est déjà bien  
assez difficile pour les femmes.  
faisant partie des Forces canadiennes
- 2 il(elle) accepterait la situation, - Noircir 2 à la question 23  
mais espèrerait que je m'améliore
- 3 il(elle) me soulignerait en passant - Noircir 3 à la question 23  
que je dois m'améliorer
- 4 il(elle) me conseillerait de - Noircir 4 à la question 23  
m'améliorer, mais ne le mentionnerait  
pas dans mon dossier
- 5 il(elle) me conseillerait de - Noircir 5 à la question 23  
m'améliorer et le noterait dans  
mon dossier

24. Au travail, mon surveillant m'assigne:

- 1 toutes les tâches difficiles que les - Noircir 1 à la question 24  
personnes occupant un poste semblable  
doivent remplir
- 2 la plupart des tâches difficiles que - Noircir 2 à la question 24  
doivent remplir les personnes  
occupant un poste semblable
- 3 un certain nombre de tâches - Noircir 3 à la question 24  
difficiles que doivent remplir les  
personnes occupant un poste semblable
- 4 quelques-unes des tâches difficiles - Noircir 4 à la question 24  
que doivent remplir les personnes  
occupant un poste semblable
- 5 peu des tâches difficiles que doivent - Noircir 5 à la question 24  
remplir les personnes occupant un  
poste semblable

24. At work my supervisor gives me:

- 1 all of the difficult tasks that my peers in similar jobs are expected to do - Blacken 1 in question 24
- 2 most of the difficult tasks that my peers in similar jobs are expected to do - Blacken 2 in question 24
- 3 some of the difficult tasks that my peers in similar jobs are expected to do - Blacken 3 in question 24
- 4 not many of the difficult tasks that my peers in similar jobs are expected to do - Blacken 4 in question 24
- 5 a few of the difficult tasks that my peers in similar jobs are expected to do - Blacken 5 in question 24

19. Je suis:

- |   |                                |                              |
|---|--------------------------------|------------------------------|
| 1 | très motivé(e)                 | - Noircir 1 à la question 19 |
| 2 | motivé(e)                      | - Noircir 2 à la question 19 |
| 3 | pas particulièrement motivé(e) | - Noircir 3 à la question 19 |
| 4 | pas du tout motivé(e)          | - Noircir 4 à la question 19 |

à bien faire mon travail.

20. Mon surveillant ne tient pas compte du rendement exceptionnel que je peux donner, et ce:

- |   |                           |                              |
|---|---------------------------|------------------------------|
| 1 | moins de 1% du temps      | - Noircir 1 à la question 20 |
| 2 | moins de 5% du temps      | - Noircir 2 à la question 20 |
| 3 | moins de 10% du temps     | - Noircir 3 à la question 20 |
| 4 | moins de 20% du temps     | - Noircir 4 à la question 20 |
| 5 | 20% du temps ou davantage | - Noircir 5 à la question 20 |

21. Si je donnais un rendement exceptionnel, je crois que mon surveillant:

- |   |   |                              |
|---|---|------------------------------|
| 1 | recommanderait fortement que je sois promu(e)           | - Noircir 1 à la question 21 |
| 2 | recommanderait que je sois promu(e)                     | - Noircir 2 à la question 21 |
| 3 | ne recommanderait pas que je sois promu(e)              | - Noircir 3 à la question 21 |
| 4 | ne recommanderait certainement pas que je sois promu(e) | - Noircir 4 à la question 21 |

22. Si je donnais un rendement exceptionnel, mon surveillant recommanderait, s'il n'en tenait qu'à lui, que j'obtienne:

- |   |   |                              |
|---|---|------------------------------|
| 1 | une très grosse augmentation de salaire | - Noircir 1 à la question 22 |
| 2 | une grosse augmentation de salaire      | - Noircir 2 à la question 22 |
| 3 | une augmentation de salaire moyenne     | - Noircir 3 à la question 22 |
| 4 | une petite augmentation de salaire      | - Noircir 4 à la question 22 |
| 5 | pas d'augmentation de salaire           | - Noircir 5 à la question 22 |

19. I am:

- |                              |                            |
|------------------------------|----------------------------|
| 1 strongly motivated         | - Blacken 1 in question 19 |
| 2 motivated                  | - Blacken 2 in question 19 |
| 3 not particularly motivated | - Blacken 3 in question 19 |
| 4 not at all motivated       | - Blacken 4 in question 19 |

to do my job well.

20. My supervisor would let outstanding performance from me pass unmentioned:

- |                             |                            |
|-----------------------------|----------------------------|
| 1 less than 1% of the time  | - Blacken 1 in question 20 |
| 2 less than 5% of the time  | - Blacken 2 in question 20 |
| 3 less than 10% of the time | - Blacken 3 in question 20 |
| 4 less than 20% of the time | - Blacken 4 in question 20 |
| 5 20% or more of the time   | - Blacken 5 in question 20 |

21. If I were showing outstanding performance I think my supervisor would:

- |   |                            |
|---|----------------------------|
| 1 recommend strongly that I be promoted   | - Blacken 1 in question 21 |
| 2 recommend that I be promoted            | - Blacken 2 in question 21 |
| 3 not likely recommend that I be promoted | - Blacken 3 in question 21 |
| 4 not recommend that I be promoted        | - Blacken 4 in question 21 |

22. If it were within my supervisor's power, and I were showing outstanding performance he/she would recommend:

- |                                |                            |
|--------------------------------|----------------------------|
| 1 a very large salary increase | - Blacken 1 in question 22 |
| 2 a large salary increase      | - Blacken 2 in question 22 |
| 3 a moderate salary increase   | - Blacken 3 in question 22 |
| 4 a slight salary increase     | - Blacken 4 in question 22 |
| 5 no salary increase           | - Blacken 5 in question 22 |

23. If I were performing just below acceptable standard my supervisor would probably:

- |  |                            |
|--|----------------------------|
| 1 accept it, as he/she would figure that it is hard enough for women in the CF | - Blacken 1 in question 23 |
| 2 accept it, but hope that it would improve                                    | - Blacken 2 in question 23 |
| 3 mention in passing that I should improve                                     | - Blacken 3 in question 23 |
| 4 counsel me to improve, but not note it on my file                            | - Blacken 4 in question 23 |
| 5 counsel me to improve, and note it on my file                                | - Blacken 5 in question 23 |

Si, je donnais un rendement exceptionnel au travail, j'évaluerais, sur un échelle de 1 à 5, l'importance relative de chacune des causes énumérées ci-dessous comme il suit:

N'oubliez pas que le rendement exceptionnel peut être attribuable à plusieurs causes à la fois.

	<u>Cause sans importance</u>	<u>Cause assez importante</u>	<u>Cause extrêmement importante</u>		
11. Aptitudes	1	2	3	4	5
12. Chance	1	2	3	4	5
13. Tâche facile	1	2	3	4	5
14. Efforts	1	2	3	4	5
15. Mon sexe	1	2	3	4	5

16. La probabilité que je fasse carrière dans les Forces canadiennes et que j'y reste jusqu'au moment de la retraite est:

- |   |             |                              |
|---|-------------|------------------------------|
| 1 | très grande | - Noircir 1 à la question 16 |
| 2 | grande      | - Noircir 2 à la question 16 |
| 3 | moyenne     | - Noircir 3 à la question 16 |
| 4 | faible      | - Noircir 4 à la question 16 |
| 5 | très faible | - Noircir 5 à la question 16 |

17. Mon surveillant passe sous silence les périodes où mon rendement peut être légèrement inférieur à la norme, et ce:

- |   |                           |                              |
|---|---------------------------|------------------------------|
| 1 | moins de 1% du temps      | - Noircir 1 à la question 17 |
| 2 | moins de 5% du temps      | - Noircir 2 à la question 17 |
| 3 | moins de 10% du temps     | - Noircir 3 à la question 17 |
| 4 | moins de 20% du temps     | - Noircir 4 à la question 17 |
| 5 | 20% du temps ou davantage | - Noircir 5 à la question 17 |

18. Si vous aviez les moyens de vivre confortablement pour le reste de vos jours (par exemple si vous gagniez à la loterie), continueriez-vous à servir dans les FC?

- |   |                    |                              |
|---|--------------------|------------------------------|
| 1 | très certainement  | - Noircir 1 à la question 18 |
| 2 | très probablement  | - Noircir 2 à la question 18 |
| 3 | je ne suis pas sûr | - Noircir 3 à la question 18 |
| 4 | peu probable       | - Noircir 4 à la question 18 |
| 5 | certainement pas   | - Noircir 5 à la question 18 |

If I were showing outstanding performance at work, I would rate the importance of each of the causes listed below on a five point scale as follows:

Remember that outstanding performance can be due to more than one cause.

	not at all important as a cause		moderately important as a cause		extremely important as a cause
11. ability	1	2	3	4	5
12. good luck	1	2	3	4	5
13. easy job	1	2	3	4	5
14. hard work	1	2	3	4	5
15. my sex	1	2	3	4	5

16. The likelihood of me making a career of the Canadian Forces and remaining in the service until retirement age is:

- |                          |                            |
|--------------------------|----------------------------|
| 1 extremely high         | - Blacken 1 in question 16 |
| 2 high                   | - Blacken 2 in question 16 |
| 3 no different from most | - Blacken 3 in question 16 |
| 4 low                    | - Blacken 4 in question 16 |
| 5 extremely low          | - Blacken 5 in question 16 |

17. My supervisor would let performance from me that was just below acceptable standard pass unmentioned:

- |                             |                            |
|-----------------------------|----------------------------|
| 1 less than 1% of the time  | - Blacken 1 in question 17 |
| 2 less than 5% of the time  | - Blacken 2 in question 17 |
| 3 less than 10% of the time | - Blacken 3 in question 17 |
| 4 less than 20% of the time | - Blacken 4 in question 17 |
| 5 20% or more of the time   | - Blacken 5 in question 17 |

18. If you had enough money to live as comfortably as you would like for the rest of your life (e.g. won a lottery), would you continue to work in the CF?

- |                    |                            |
|--------------------|----------------------------|
| 1 definitely yes   | - Blacken 1 in question 18 |
| 2 more than likely | - Blacken 2 in question 18 |
| 3 not sure         | - Blacken 3 in question 18 |
| 4 not likely       | - Blacken 4 in question 18 |
| 5 definitely no    | - Blacken 5 in question 18 |

4. Je crois que mon attitude à assumer de plus grandes responsabilités au sein des Forces canadiennes est:

- |   |             |                             |
|---|-------------|-----------------------------|
| 1 | très grande | - Noircir 1 à la question 4 |
| 2 | grande      | - Noircir 2 à la question 4 |
| 3 | moyenne     | - Noircir 3 à la question 4 |
| 4 | faible      | - Noircir 4 à la question 4 |
| 5 | très faible | - Noircir 5 à la question 4 |

5. Je crois avoir ou pouvoir acquérir les aptitudes nécessaires pour m'acquitter de:

- |   |  |                             |
|---|--|-----------------------------|
| 1 | toutes les tâches difficiles reliées à mon métier        | - Noircir 1 à la question 5 |
| 2 | la plupart des tâches difficiles reliés à mon métier     | - Noircir 2 à la question 5 |
| 3 | certaines des tâches difficiles reliées à mon métier     | - Noircir 3 à la question 5 |
| 4 | quelques-unes des tâches difficiles reliées à mon métier | - Noircir 4 à la question 5 |
| 5 | très peu des tâches difficiles reliées à mon métier      | - Noircir 5 à la question 5 |

Encerclez le chiffre qui correspond à celui des deux énoncés suivants qui décrit le mieux votre opinion et noircissez le même chiffre sur la feuille-réponse.

Si je donnais un rendement légèrement inférieur à la norme, j'évaluerais, sur une échelle de 1 à 5, l'importance relative de chacune des causes énumérées ci-dessous comme suit:

N'oubliez pas qu'un rendement légèrement inférieur à la norme peut être attribuable à plusieurs causes à la fois.

	<u>Cause sans</u>	<u>Cause assez</u>	<u>Cause extrêmement</u>		
	<u>importance</u>	<u>importante</u>	<u>importante</u>		
6. Manque d'aptitudes	1	2	3	4	5
7. Malchance	1	2	3	4	5
8. Tâche difficile	1	2	3	4	5
9. Manque d'efforts	1	2	3	4	5
10. Mon sexe	1	2	3	4	5

.../8

4 - I feel that my ability to take on more responsibility in the Canadian Forces is:

- 1 extremely high - Blacken 1 in question 4
- 2 high - Blacken 2 in question 4
- 3 average - Blacken 3 in question 4
- 4 low - Blacken 4 in question 4
- 5 extremely low - Blacken 5 in question 4

5. I feel I either can or have the potential to carry out:

- 1 all of the difficult tasks required in my trade - Blacken 1 in question 5
- 2 most of the difficult tasks required in my trade - Blacken 2 in question 5
- 3 some of the difficult tasks required in my trade - Blacken 3 in question 5
- 4 few of the difficult tasks required in my trade - Blacken 4 in question 5
- 5 very few of the difficult tasks required in my trade - Blacken 5 in question 5

For the following two statements circle the number that best describes your answer and blacken the same number for each question on the answer sheet.

If I were performing just below acceptable standard at work, I would rate the importance of each of the causes listed below on a five point scale as follows:

Remember that performance just below acceptable standard can be due to more than one cause.

	not at all important as a cause		moderately important as a cause		extremely important as a cause
6. lack of ability	1	2	3	4	5
7. bad luck	1	2	3	4	5
8. difficult job	1	2	3	4	5
9. lack of effort	1	2	3	4	5
10. my sex	1	2	3	4	5

DEUXIÈME PARTIE

Tournez votre feuille-réponse de façon que le titre "SURVEY RESPONSES - RÉPONSES AU SONDAGE" figure au haut de la page. Veuillez noter que cette partie de la feuille-réponse compte 75 lignes de chiffres encerclés.

Les questions qui suivent se rapportent à votre rendement au travail et à la perception qu'en a votre surveillant(e), dont le nom apparaît sur la fiche au haut de la page. Vous répondez au présent questionnaire à des fins de recherche. Vos réponses resteront strictement confidentielles et votre identité ne sera jamais dévoilée. Veuillez donc répondre avec autant de franchise et de précision que possible. Encerclez le chiffre précédant la réponse choisie et noircissez sur la feuille-réponse le chiffre encerclé correspondant.

1. Mon potentiel me permet de travailler:
  - 1 seulement à un échelon au-dessous de mon grade actuel - Noircir 1 à la question 1
  - 2 seulement à mon grade actuel - Noircir 2 à la question 1
  - 3 à un échelon au-dessus de mon grade actuel - Noircir 3 à la question 1
  - 4 à deux échelons au-dessus de mon grade actuel - Noircir 4 à la question 1
  - 5 à au moins trois échelons au-dessus de mon grade actuel - Noircir 5 à la question 1
  
2. Je prévois qu'au cours des 5 prochaines années j'obtiendrai de l'avancement dans les Forces canadiennes:
  - 1 beaucoup plus rapidement que la majorité - Noircir 1 à la question 2
  - 2 plus rapidement que la majorité - Noircir 2 à la question 2
  - 3 à un rythme normal - Noircir 3 à la question 2
  - 4 moins rapidement que la majorité - Noircir 4 à la question 2
  - 5 beaucoup moins rapidement que la majorité - Noircir 5 à la question 2
  
3. Je crois que, par rapport à celle de mes homologues, mon aptitude à commander est:
  - 1 très grande - Noircir 1 à la question 3
  - 2 grande - Noircir 2 à la question 3
  - 3 moyenne - Noircir 3 à la question 3
  - 4 faible - Noircir 4 à la question 3
  - 5 très faible - Noircir 5 à la question 3

- 6 -

PART II

Rotate your answer sheet so that "SURVEY RESPONSES - RESPONSES DU SONDAGE" is at the top. Note that there are 75 lines of circled numbers in this part of the answer sheet.

The following questions have to do with your performance at work, and how your supervisor (shown on the card at the top of this page) views your performance at work. You are being asked to complete this questionnaire for research purposes. Your answers will be held in strictest confidence and you will never be identified individually. Please answer as frankly and completely as possible. Circle the number next to your choice and blacken the same number on the answer sheet that corresponds to your answer.

1. I have the potential to function:

- |  |                           |
|--|---------------------------|
| 1 only at a level below my current rank      | - Blacken 1 in question 1 |
| 2 only at my current rank                    | - Blacken 2 in question 1 |
| 3 one level above my current rank            | - Blacken 3 in question 1 |
| 4 two levels above my current rank           | - Blacken 4 in question 1 |
| 5 three or more levels above my current rank | - Blacken 5 in question 1 |

2. I expect that I will advance in the Canadian Forces over the next five years:

- |                               |                           |
|-------------------------------|---------------------------|
| 1 much more quickly than most | - Blacken 1 in question 2 |
| 2 more quickly than most      | - Blacken 2 in question 2 |
| 3 at a normal rate            | - Blacken 3 in question 2 |
| 4 less quickly than most      | - Blacken 4 in question 2 |
| 5 much less quickly than most | - Blacken 5 in question 2 |

3. I feel that my leadership potential compared with my peers is:

- |                  |                           |
|------------------|---------------------------|
| 1 extremely high | - Blacken 1 in question 3 |
| 2 high           | - Blacken 2 in question 3 |
| 3 average        | - Blacken 3 in question 3 |
| 4 low            | - Blacken 4 in question 3 |
| 5 extremely low  | - Blacken 5 in question 3 |

.../7

- 5 -

15. Inscrivez depuis combien d'années vous détenez le même grade  
\_\_\_\_\_

Noircissez les chiffres appropriés dans les colonnes 26 et 27;  
par exemple, si vous avez le même grade depuis trois ans, vous  
noircissez 0 dans la colonne 26 et 3 dans la colonne 27.

PASSEZ LES COLONNES 28 À 30

PASSEZ À LA COLONNE 31

16. Inscrivez les quatre chiffres de votre code d'identification  
d'unité (CIU) \_\_\_\_\_

Noircissez les nombres appropriés dans les colonnes 31 à 34. Le  
surveillant peut vous donner votre CIU si vous ne le connaissez  
pas.

VOUS AVEZ MAINTENANT TERMINÉ LA PREMIÈRE PARTIE

VEUILLEZ TOURNER LA PAGE

. /6

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(When Completed)

SbF

- 5 -

SKIP COLUMNS 28 TO 30

GO TO COLUMN 31

16. Print your four digit unit identification code (UIC) here \_\_\_\_\_

Blacken the appropriate numbers in Columns 31 through 34. Your room supervisor will tell you your UIC if you do not know it.

YOU HAVE NOW COMPLETED PART I

PLEASE TURN THE PAGE

.../6

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(When Completed)

12. Quel est votre grade? Noircissez le chiffre à la colonne 18 ou 19 qui représente votre grade actuel. Noircissez un chiffre seulement à la colonne 18 or 19.

- |   |                       |                             |
|---|-----------------------|-----------------------------|
| 0 | Général               | - Noircir 1 à la colonne 18 |
| 1 | Colonel               | - Noircir 2 à la colonne 18 |
| 2 | Lieutenant-colonel    | - Noircir 3 à la colonne 18 |
| 3 | Major                 | - Noircir 4 à la colonne 18 |
| 4 | Capitaine             | - Noircir 5 à la colonne 18 |
| 5 | Lieutenant            | - Noircir 6 à la colonne 18 |
| 6 | Sous-lieutenant       | - Noircir 7 à la colonne 18 |
| 7 | Elève-officier        | - Noircir 8 à la colonne 18 |
|   |                       |                             |
| 0 | Adjudant-chef         | - Noircir 1 à la colonne 19 |
| 1 | Adjudant-maître       | - Noircir 2 à la colonne 19 |
| 2 | Adjudant              | - Noircir 3 à la colonne 19 |
| 3 | Sergent               | - Noircir 4 à la colonne 19 |
| 4 | Caporal-chef          | - Noircir 5 à la colonne 19 |
| 5 | Caporal               | - Noircir 6 à la colonne 19 |
| 6 | Soldat (entraîné)     | - Noircir 7 à la colonne 19 |
| 7 | Soldat (non-entraîné) | - Noircir 8 à la colonne 19 |
| 8 | Soldat (recrue)       | - Noircir 9 à la colonne 19 |

PASSEZ LA COLONNE 20

13. Inscrivez le code d'emploi militaire (CEM) de votre métier ou de votre classification \_\_\_\_\_.

Si vous êtes "non-officier", noircissez les chiffres appropriés dans les colonnes 21, 22 et 23. Exemple: si vous faites partie de l'infanterie, vous inscrivez 031.

Si vous êtes "officier", noircissez les deux chiffres appropriés dans les colonnes 22 et 23, mais n'inscrivez rien à la colonne 21. Par exemple, si vous faites partie des blindés, vous noircissez 2 dans la colonne 22 et 1 dans la colonne 23, et laissez la colonne 21 en blanc.

14. Inscrivez le nombre d'années que vous avez passées dans les Forces canadiennes \_\_\_\_\_.

Noircissez les chiffres appropriés dans les colonnes 24 et 25; par exemple, si vous avez passé 9 années dans les FC, noircissez 0 dans la colonne 24 et 9 dans la colonne 25.

12. What is your present rank? Blacken the number in Column 18 or 19 that represents your present rank. Blacken only one number in column 18 or 19.

- |   |                    |                          |
|---|--------------------|--------------------------|
| 0 | General            | - Blacken 0 in Column 18 |
| 1 | Colonel            | - Blacken 1 in Column 18 |
| 2 | Lieutenant-Colonel | - Blacken 2 in Column 18 |
| 3 | Major              | - Blacken 3 in Column 18 |
| 4 | Captain            | - Blacken 4 in Column 18 |
| 5 | Lieutenant         | - Blacken 5 in Column 18 |
| 6 | Second-Lieutenant  | - Blacken 6 in Column 18 |
| 7 | OCdt               | - Blacken 7 in Column 18 |

- |   |                        |                          |
|---|------------------------|--------------------------|
| 0 | Chief Warrant Officer  | - Blacken 0 in Column 19 |
| 1 | Master Warrant Officer | - Blacken 1 in Column 19 |
| 2 | Warrant Officer        | - Blacken 2 in Column 19 |
| 3 | Sergeant               | - Blacken 3 in Column 19 |
| 4 | Master Corporal        | - Blacken 4 in Column 19 |
| 5 | Corporal               | - Blacken 5 in Column 19 |
| 6 | Private (Trained)      | - Blacken 6 in Column 19 |
| 7 | Private (Untrained)    | - Blacken 7 in Column 19 |
| 8 | Private (Recruit)      | - Blacken 8 in Column 19 |

SKIP COLUMN 20

13. Print your trade or classification MOC number \_\_\_\_\_.

If you are an "other rank" blacken the appropriate numbers in Columns 21, 22 and 23. Example: If you are Infantry you would mark 031.

If you are an "officer" blacken the two digit number in Columns 22 and 23. Do not mark Column 21. For example, if you are an Armoured officer you would mark 2 in Column 22 and 1 in Column 23 and leave Column 21 blank.

14. Print the number of years you have been in the Canadian Forces \_\_\_\_\_.

Blacken the appropriate numbers in Columns 24 and 25. For example, if you have been in the CF 9 years, mark 0 in column 24 and 9 in column 25.

15. Print the number of years you have held your current rank \_\_\_\_\_.

Blacken the appropriate numbers in Columns 26 and 27. For example, if you have been in your current rank 3 years, mark 0 in column 26 and 3 in column 27.

6. Quel est votre état civil actuel?
- |   |                                |                             |
|---|--------------------------------|-----------------------------|
| 0 | CÉlibataire (jamais marié(e)). | - Noircir 0 à la colonne 12 |
| 1 | Marié(e).                      | - Noircir 1 à la colonne 12 |
| 2 | Séparé(e).                     | - Noircir 2 à la colonne 12 |
| 3 | Divorcé(e).                    | - Noircir 3 à la colonne 12 |
| 4 | Veuf(-ve).                     | - Noircir 4 à la colonne 12 |
7. Votre conjoint(e), ou la personne du sexe opposé avec qui vous entretenez des relations étroites (si vous êtes fiancés, époux (épouse) de droit commun, sérieusement amoureux, etc.), est-il(elle) membre des FC?
- |   |   |                             |
|---|---|-----------------------------|
| 0 | Je n'entretiens ce genre de relation avec personne. | - Noircir 0 à la colonne 13 |
| 1 | Non, il (elle) ne fait pas partie du cadre actif.   | - Noircir 1 à la colonne 13 |
| 2 | Oui, il (elle) fait partie du cadre actif.          | - Noircir 2 à la colonne 13 |
8. Si vous avez noirci le numéro 1 (le deuxième choix) à la question numéro 7, quelle est l'occupation de la personne en question?
- |   |  |                             |
|---|--|-----------------------------|
| 0 | Sans emploi/pas à la recherche d'un emploi | - Noircir 0 à la colonne 14 |
| 1 | Sans emploi/à la recherche d'un emploi     | - Noircir 1 à la colonne 14 |
| 2 | Employé(e) à temps partiel                 | - Noircir 2 à la colonne 14 |
| 3 | Employé(e) à temps plein                   | - Noircir 3 à la colonne 14 |
| 4 | Étudiante                                  | - Noircir 4 à la colonne 14 |
9. Inscrivez le nombre d'enfants à votre charge vivant à la maison \_\_\_\_\_, et noircir le nombre correspondant dans la colonne 15 de la feuille-réponse. Noircissez le numéro 9 si vous avez au moins 9 enfants à votre charge.
10. Quelle langue officielle employez-vous le plus couramment?
- |   |          |                             |
|---|----------|-----------------------------|
| 0 | Anglais  | - Noircir 0 à la colonne 16 |
| 1 | Français | - Noircir 1 à la colonne 16 |
11. Quel niveau de scolarité avez-vous atteint?
- |   |   |                             |
|---|---|-----------------------------|
| 0 | 8ième année ou moins  | - Noircir 0 à la colonne 17 |
| 1 | 9ième année   | - Noircir 1 à la colonne 17 |
| 2 | 10ième année  | - Noircir 2 à la colonne 17 |
| 3 | 11ième année  | - Noircir 3 à la colonne 17 |
| 4 | 12ième ou 13ième année  | - Noircir 4 à la colonne 17 |
| 5 | Quelques cours techniques, de formation professionnelle, ou encore de niveau collégial ou universitaire | - Noircir 5 à la colonne 17 |
| 6 | Cour technique, de formation professionnelle, ou encore de niveau collégial (CEGEP) complet             | - Noircir 6 à la colonne 17 |
| 7 | Diplôme universitaire   | - Noircir 7 à la colonne 17 |

6. What is your present marital status?

- 0 Single (Never been married) - Blacken 0 in Column 12
- 1 Married - Blacken 1 in Column 12
- 2 Separated - Blacken 2 in Column 12
- 3 Divorced - Blacken 3 in Column 12
- 4 Widowed - Blacken 4 in Column 12

7. Is your spouse, or the person of the opposite sex with whom you have a close relationship (engaged, living together, going 'steady') a member of the CF?

- 0 Don't have such a relationship with anyone - Blacken 0 in Column 13
- 1 No, person is not a serving member - Blacken 1 in Column 13
- 2 Yes, person is a serving member - Blacken 2 in Column 13

8. If you have blackened 1 (the second response) in question 7 above, what is the employment status of the person referred to?

- 0 Not employed/not seeking employment - Blacken 0 in Column 14
- 1 Not employed/seeking employment - Blacken 1 in Column 14
- 2 Employed part-time - Blacken 2 in Column 14
- 3 Employed full-time - Blacken 3 in Column 14
- 4 Student - Blacken 4 in Column 14

9. Print the number of dependent children you have living at home \_\_\_\_\_ and blacken that number in Column 15 of the answer sheet. Blacken 9 if you have 9 or more dependent children.

10. What is your primary official language?

- 0 English - Blacken 0 in Column 16
- 1 French - Blacken 1 in Column 16

11. What was your last completed level of education?

- 0 Grade 8 or less - Blacken 0 in Column 17
- 1 Grade 9 - Blacken 1 in Column 17
- 2 Grade 10 - Blacken 2 in Column 17
- 3 Grade 11 - Blacken 3 in Column 17
- 4 Grade 12 or 13 - Blacken 4 in Column 17
- 5 Some vocational, technical, community college or university course - Blacken 5 in Column 17
- 6 Completed vocational, technical or community college course - Blacken 6 in Column 17
- 7 Completed a university degree - Blacken 7 in Column 17

PREMIÈRE PARTIE - DONNÉES BIOGRAPHIQUES

Tournez votre feuille-réponse de façon que le titre "Biographical Information/Données Biographiques" figure dans le coin supérieur droit de la page. Vous remarquerez qu'il y a 56 colonnes numérotées contenant des lettres ou des chiffres encerclés. Pour répondre aux questions qui suivent, vous devez faire DEUX CHOSES: d'abord, choisir la réponse qui vous convient et encercler le chiffre précédant la réponse choisie; puis, noircir sur la feuille-réponse l'ovale correspondant à la réponse choisie. Dans certains cas, il peut arriver que vous deviez inscrire un nombre à la main et noircir un ovale, mais l'expression "INSCRIRE LE NOMBRE ICI" vous l'indiquera.

Avant de choisir une réponse, lisez toutes les possibilités données pour chacune des questions.

Veillez n'inscrire qu'un choix par réponse. Si vous désirez changer une réponse inscrite sur la feuille-réponse, EFFACEZ-LA COMPLÈTEMENT et inscrivez votre nouvelle réponse. Veillez ne RIEN inscrire d'autre sur votre feuille-réponse.

1. Noircissez la case A dans la première colonne, puisqu'il s'agit de la première feuille-réponse que vous remplissez.
2. Noircissez la lettre B dans la deuxième colonne, puisqu'il s'agit ici du questionnaire s'adressant aux subalternes.

PASSEZ LES COLONNES 3 ET 4

3. Code du document - Colonnes 5 à 8.

Dans les colonnes 5 à 8 de la feuille-réponse, noircissez le nombre correspondant au code qui apparaît dans le coin supérieur droit du questionnaire.

4. Votre âge - Colonnes 9 et 10.

Inscrivez l'âge que vous avez eu à votre dernier anniversaire ici \_\_\_\_\_, et noircissez les chiffres correspondants dans les colonnes 9 et 10 de la feuille-réponse.

5. Votre sexe - Colonne 11.

0 Homme  
1 Femme

- Noircir 0 à la colonne 11  
- Noircir 1 à la colonne 11

PART I - BIOGRAPHICAL INFORMATION

Turn your answer sheet so that the title "Biographical Information/Données Biographiques" appears on the upper right hand side of the page. You will see that there are 56 numbered columns of either circled letters or numbers. In answering the questions that follow, you will be required to do **TWO THINGS**. First, select the answer which applies to you, and circle the number next to your choice in the survey questionnaire booklet. Next blacken the same number on your answer sheet. In a few cases, you will be required to print a number and blacken an oval, but these are identified by the words "PRINT NUMBER HERE".

Read all of the choices for each question before selecting your answer.

Please mark only one choice for each answer. If you should want to change a response you have marked on your answer sheet, ERASE IT COMPLETELY, and mark the new answer. Please DO NOT put any other marks on your answer sheets.

1. Blacken A in Column 1 because this is the first answer sheet you will be completing.
2. Blacken B in Column 2 to indicate that this is the subordinate's form of this questionnaire.

SKIP COLUMNS 3 AND 4

3. Code No. - Columns 5 - 8

Blacken the numbers in Columns 5 to 8 of the answer sheet to indicate the code number which appears at the top right hand corner of this questionnaire.

4. Your Age - Columns 9 - 10

Print your age on your last birthday here \_\_\_\_\_ and blacken the corresponding numbers in Columns 9 and 10 of the answer sheet.

5. Your Sex - Column 11

0 Male  
1 Female

- Blacken 0 in Column 11  
- Blacken 1 in Column 11

Le présent sondage fait partie d'une étude visant à déterminer quel avenir les surveillants prévoient pour leurs subordonnés et ce que ces derniers attendent de leur propre carrière dans les Forces canadiennes. Il compte un certain nombre de questions sur vos études et sur votre expérience, ainsi que quelques questions sur vos réalisations dans les Forces canadiennes. Des questions semblables ont été ou seront posées à votre surveillant(e) actuel(le) ou à une personne ayant déjà rempli cette fonction à votre égard. Vous serez aussi invité(e) à exprimer votre opinion sur les droits et les rôles des femmes dans la société. Vous êtes prié(e) de ne pas discuter des réponses données à ce sondage jusqu'à ce que votre surveillant(e) ait aussi rempli le questionnaire. Toutes vos réponses resteront strictement confidentielles et votre nom ne sera JAMAIS cité dans les rapports rédigés à partir des réponses recueillies.

Les renseignements serviront à des FINS DE RECHERCHE SEULEMENT. Nous vous serions donc reconnaissants de répondre à toutes les questions avec franchise et soin. Vous collaborez à ce projet à titre TOUT À FAIT VOLONTAIRE. Si vous ne voulez pas contribuer à la réalisation de l'étude, personne ne saura que vous avez préféré ne pas répondre au questionnaire.

Outre cette brochure, on vous fournira une feuille réponse lisible à la machine, ainsi qu'un crayon à mine noire (HB).

Lisez attentivement toutes les directives.

Si vous avez des questions à poser ou si vous avez des problèmes, demandez au surveillant de vous aider. Il ne s'agit pas d'un test. Il n'y a donc ni bonne ou mauvaise réponse, ni limite de temps.

.../2

This survey is part of a study examining supervisors' expectations for their subordinates, and subordinates' expectations for their own careers in the CF. It contains a number of questions on your background and experience and some questions about your performance in the Canadian Forces. Your supervisor or a former supervisor has been or will be asked many similarly worded questions. In a second set of questions we are seeking your views on the rights and roles of women in society. You are asked not to discuss the answers you gave to this survey until your supervisor has also completed the questionnaire. Your answers will be held in strictest confidence and you or your supervisor will NEVER be identified in any reports that are prepared from the questionnaire answers.

This information is being gathered for RESEARCH PURPOSES ONLY. Your honest and careful answers to each question will be greatly appreciated. Your participation in this project is STRICTLY VOLUNTARY. Should you decide not to participate in this study, the fact that you did not complete this survey will not be revealed to anyone.

In addition to this booklet, you will be provided with an answer sheet which can be machine read and a black lead (HB) pencil with which to record your answers on the sheet.

Read all instructions carefully.

If you have any questions or experience difficulty please ask the room supervisor for assistance. This is not a test. There are no right or wrong answers, and there are no time limits.

.../2

APPENDIX B5

Subordinates' Expectancy Questionnaire - Form SbF

TOURNEZ VOTRE FEUILLE-RÉPONSE DE FAÇON QUE LE TITRE

"BIOGRAPHICAL INFORMATION - DONNÉES BIOGRAPHIQUES"

FIGURE DANS LE COIN SUPÉRIEUR DROIT

52. Je travaille sans surveillance \_\_\_\_\_ p. cent du temps.

Inscrivez le chiffre approprié dans l'espace ci-dessous et noircissez les chiffres correspondants dans les colonnes 37 et 38 de la feuille-réponse. Par exemple, si vous travaillez en autonomie 5 p. cent du temps, noircissez 0 dans la colonne 37 et 5 dans la colonne 38 (pour un maximum de 99 p. cent).

53. Plus particulièrement, je travaille sous surveillance directe \_\_\_\_\_ p. cent du temps.

Inscrivez le chiffre approprié dans l'espace ci-dessus et noircissez les chiffres correspondants dans les colonnes 39 et 40 de la feuille-réponse. Par exemple, si vous travaillez sous surveillance directe 5 p. cent du temps, noircissez 0 dans la colonne 39 et 5 dans la colonne 40 (pour un maximum de 99 p. cent).

54. Je qualifierais les tâches reliées à mon poste de:

- |   |  |                             |
|---|--|-----------------------------|
| 1 | traditionnellement réservées aux femmes                  | Noircir 1 à la colonne 41   |
| 2 | traditionnellement assignées aux hommes comme aux femmes | - Noircir 2 à la colonne 41 |
| 3 | traditionnellement réservées aux hommes                  | - Noircir 3 à la colonne 41 |

VOUS AVEZ MAINTENANT TERMINÉ LA PARTIE II

Veillez détacher la feuille sur laquelle figure le nom de votre surveillant(e) et la déchirer.

.../14

**TURN YOUR ANSWER SHEET SO THAT BIOGRAPHICAL INFORMATION - DONNÉES  
BIOGRAPHIQUES IS IN THE TOP RIGHT-HAND CORNER**

52. I work unsupervised \_\_\_\_\_ percent of the time.

Print the percentage in the space and blacken the appropriate numbers in columns 37 and 38. For example, if you work unsupervised 5 percent of the time, mark 0 in column 37 and mark 5 in column 38. (Maximum 99 percent.)

53. More specifically, I receive direct supervision \_\_\_\_\_ percent of the time.

Print the percentage in the space and blacken the appropriate numbers in columns 39 and 40. For example, if you receive direct supervision 5 percent of the time, mark 0 in column 39 and 5 in column 40. (Maximum 99 percent.)

54. I would classify the kind of work that I am required to do in my position as being:

- |   |                          |
|---|--------------------------|
| 0 traditionally women's work                    | - Blacken 1 in column 41 |
| 1 work traditionally done by both men and women | - Blacken 2 in column 41 |
| 2 traditionally men's work                      | - Blacken 3 in column 41 |

YOU HAVE NOW COMPLETED PART II

Please detach the card on which your supervisor's name is written and destroy it.

Hand in survey booklet and answer sheet in the envelope provided, and obtain Envelope II for completion.

Sur une échelle de 1 à 5, je considère que les tâches reliées à mon poste sont:

39.	très en vue	1	2	3	4	très peu en vue	5
40.	opérationnelles	1	2	3	4	non opérationnelles	5
41.	de combat	1	2	3	4	non reliées au combat	5
42.	passionnantes	1	2	3	4	ennuyantes	5
43.	monotomes	1	2	3	4	variées	5
44.	de première ligne	1	2	3	4	de soutien de la zone arrière	5
45.	techniques	1	2	3	4	non techniques	5
46.	de prestige	1	2	3	4	sans prestige	5
47.	importantes	1	2	3	4	sans importance	5
48.	compliquées	1	2	3	4	sans complication	5
49.	stressantes	1	2	3	4	non stressantes	5
50.	de relations publiques	1	2	3	4	sans relations avec le public	5
51.	dangereuses	1	2	3	4	non dangereuses	5

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(When Completed)

SbM

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I would classify the kind of work I am required to do in my position on each of the five point scales as follows:

39.	high profile 1	2	3	4	low profile 5
40.	operational 1	2	3	4	non-operational 5
41.	combat 1	2	3	4	non-combat 5
42.	exciting 1	2	3	4	dull 5
43.	routine 1	2	3	4	constantly changing 5
44.	front line 1	2	3	4	rear support 5
45.	technical 1	2	3	4	non-technical 5
46.	high status 1	2	3	4	low status 5
47.	important 1	2	3	4	not important 5
48.	complex 1	2	3	4	not complex 5
49.	stressful 1	2	3	4	not stressful 5
50.	people-oriented 1	2	3	4	not people-oriented 5
51.	dangerous 1	2	3	4	not dangerous 5

.../13

CONFIDENTIAL  
(When Completed)

CONFIDENTIEL  
(Une fois rempli)

SbM

- 11 -

Encerclez pour les deux énoncés qui suivent le chiffre qui décrit le mieux votre opinion et noircissez le même chiffre sur la feuille-réponse.

Mon surveillant serait disposé à me faire occuper un poste décrit comme:

	<u>Assurément</u>	<u>Oui</u>	<u>Ne sais pas</u>	<u>Non</u>	<u>Certainement pas</u>
25. De soutien	1	2	3	4	5
26. De responsabilité	1	2	3	4	5
27. De surveillance	1	2	3	4	5
28. De prestige	1	2	3	4	5
29. Stressant	1	2	3	4	5
30. Dangereux	1	2	3	4	5
31. D'importance vitale	1	2	3	4	5
32. Exigeant du point de vue physique	1	2	3	4	5
33. De combat	1	2	3	4	5
34. Du domaine des relations publiques	1	2	3	4	5
35. Technique	1	2	3	4	5
36. Compliqué	1	2	3	4	5
37. Administratif	1	2	3	4	5
38. De commandement	1	2	3	4	5

.../12

CONFIDENTIEL  
(Une fois rempli)

CONFIDENTIAL  
(When Completed)

-SbM

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For the following two statements circle the number that best describes your answer and blacken the same number for each question on the answer sheet.

My supervisor would be prepared to place me in positions that could be described as:

	<u>Definitely</u> <u>Yes</u>	<u>Yes</u>	<u>Don't</u> <u>Know</u>	<u>No</u>	<u>Definitely</u> <u>No</u>
25. Support	1	2	3	4	5
26. Responsible	1	2	3	4	5
27. Supervisory	1	2	3	4	5
28. High Profile	1	2	3	4	5
29. Stressful	1	2	3	4	5
30. Dangerous	1	2	3	4	5
31. Vital	1	2	3	4	5
32. Physically Difficult	1	2	3	4	5
33. Combat	1	2	3	4	5
34. People-oriented	1	2	3	4	5
35. Technical	1	2	3	4	5
36. Complex	1	2	3	4	5
37. Administrative	1	2	3	4	5
38. Command	1	2	3	4	5

.../12

CONFIDENTIAL  
(When Completed)

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23. Si mon rendement se situait légèrement en dessous de la norme, mon surveillant aurait probablement l'attitude suivante:

- 1 il(elle) accepterait la situation, - Noircir 1 à la question 23  
considérant qu'elle est déjà bien  
assez difficile pour moi
- 2 il(elle) accepterait la situation, - Noircir 2 à la question 23  
mais espèrerait que je m'améliore
- 3 il(elle) me soulignerait en passant - Noircir 3 à la question 23  
que je dois m'améliorer
- 4 il(elle) me conseillerait de - Noircir 4 à la question 23  
m'améliorer, mais ne le mentionnerait  
pas dans mon dossier
- 5 il(elle) me conseillerait de - Noircir 5 à la question 23  
m'améliorer et le noterait dans  
mon dossier

24. Au travail, mon surveillant m'assigne:

- 1 toutes les tâches difficiles que les - Noircir 1 à la question 24  
personnes occupant un poste semblable  
doivent remplir
- 2 la plupart des tâches difficiles que - Noircir 2 à la question 24  
doivent remplir les personnes  
occupant un poste semblable
- 3 un certain nombre de tâches - Noircir 3 à la question 24  
difficiles que doivent remplir les  
personnes occupant un poste semblable
- 4 quelques-unes des tâches difficiles - Noircir 4 à la question 24  
que doivent remplir les personnes  
occupant un poste semblable
- 5 peu des tâches difficiles que doivent - Noircir 5 à la question 24  
remplir les personnes occupant un  
poste semblable

.../11

24. At work my supervisor gives me:

- 1 all of the difficult tasks that my peers in similar jobs are expected to do - Blacken 1 in question 24
- 2 most of the difficult tasks that my peers in similar jobs are expected to do - Blacken 2 in question 24
- 3 some of the difficult tasks that my peers in similar jobs are expected to do - Blacken 3 in question 24
- 4 not many of the difficult tasks that my peers in similar jobs are expected to do - Blacken 4 in question 24
- 5 a few of the difficult tasks that my peers in similar jobs are expected to do - Blacken 5 in question 24

APPENDIX B7

Machine-Readable Answer Sheet Used With Each Survey

# CANADIAN FORCES SURVEY / SONDAGE DES FORCES CANADIENNES

TURN SIDEWAYS TO COMPLETE UPPER HALF - TOURNER DE CÔTÉ POUR COMPLÉTER LA PORTION D'EN HAUT

BIOGRAPHICAL INFORMATION  
DONNÉES BIOGRAPHIQUES

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

## SURVEY RESPONSES — REPONSES DU SONDAGE

USE ONLY AN H.B. PENCIL  
N'UTILISEZ QU'UN CRAYON H.B.

- |                        |                        |                        |                        |  |
|------------------------|------------------------|------------------------|------------------------|--|
| 1 (1) (2) (3) (4) (5)  | 16 (1) (2) (3) (4) (5) | 31 (1) (2) (3) (4) (5) | 46 (1) (2) (3) (4) (5) | 61 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 2 (1) (2) (3) (4) (5)  | 17 (1) (2) (3) (4) (5) | 32 (1) (2) (3) (4) (5) | 47 (1) (2) (3) (4) (5) | 62 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 3 (1) (2) (3) (4) (5)  | 18 (1) (2) (3) (4) (5) | 33 (1) (2) (3) (4) (5) | 48 (1) (2) (3) (4) (5) | 63 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 4 (1) (2) (3) (4) (5)  | 19 (1) (2) (3) (4) (5) | 34 (1) (2) (3) (4) (5) | 49 (1) (2) (3) (4) (5) | 64 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 5 (1) (2) (3) (4) (5)  | 20 (1) (2) (3) (4) (5) | 35 (1) (2) (3) (4) (5) | 50 (1) (2) (3) (4) (5) | 65 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 6 (1) (2) (3) (4) (5)  | 21 (1) (2) (3) (4) (5) | 36 (1) (2) (3) (4) (5) | 51 (1) (2) (3) (4) (5) | 66 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 7 (1) (2) (3) (4) (5)  | 22 (1) (2) (3) (4) (5) | 37 (1) (2) (3) (4) (5) | 52 (1) (2) (3) (4) (5) | 67 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 8 (1) (2) (3) (4) (5)  | 23 (1) (2) (3) (4) (5) | 38 (1) (2) (3) (4) (5) | 53 (1) (2) (3) (4) (5) | 68 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 9 (1) (2) (3) (4) (5)  | 24 (1) (2) (3) (4) (5) | 39 (1) (2) (3) (4) (5) | 54 (1) (2) (3) (4) (5) | 69 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 10 (1) (2) (3) (4) (5) | 25 (1) (2) (3) (4) (5) | 40 (1) (2) (3) (4) (5) | 55 (1) (2) (3) (4) (5) | 70 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 11 (1) (2) (3) (4) (5) | 26 (1) (2) (3) (4) (5) | 41 (1) (2) (3) (4) (5) | 56 (1) (2) (3) (4) (5) | 71 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 12 (1) (2) (3) (4) (5) | 27 (1) (2) (3) (4) (5) | 42 (1) (2) (3) (4) (5) | 57 (1) (2) (3) (4) (5) | 72 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 13 (1) (2) (3) (4) (5) | 28 (1) (2) (3) (4) (5) | 43 (1) (2) (3) (4) (5) | 58 (1) (2) (3) (4) (5) | 73 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 14 (1) (2) (3) (4) (5) | 29 (1) (2) (3) (4) (5) | 44 (1) (2) (3) (4) (5) | 59 (1) (2) (3) (4) (5) | 74 (1) (2) (3) (4) (5) (6) (7) (8) (9) |
| 15 (1) (2) (3) (4) (5) | 30 (1) (2) (3) (4) (5) | 45 (1) (2) (3) (4) (5) | 60 (1) (2) (3) (4) (5) | 75 (1) (2) (3) (4) (5) (6) (7) (8) (9) |

**EXAMPLES - EXEMPLES**

RIGHT BIEN

WRONG MAL

APPENDIX C

Letters to Base Commanders and Personnel Selection Officers

C1 - Letter to Base Commanders

C2 - Instructions to Personnel Selection  
Officers on Survey Administration

APPENDIX C1

Letter to Base Commanders



17 September, 1980

Distribution List

PERSONNEL SELECTION SERVICES  
DATA COLLECTION - STUDY OF  
CAREER EXPECTATIONS OF MEN AND WOMEN IN CF

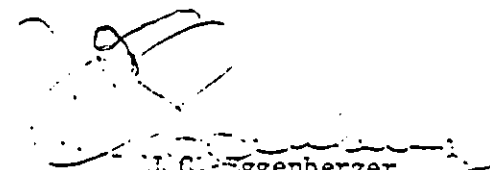
Reference: CFAO 2-3

1. As part of an overall project studying the sociology of the employment of men and women in the CF, a series of research projects is being undertaken by the Canadian Forces Personnel Applied Research Unit under the direction of the Directorate of Personnel Applied Research at NDHQ. One of these projects is designed to assess the career expectations that superiors have for their subordinates and the subordinates' expectations for their own careers. This assessment will help clarify some of the complex interrelationships between superiors and subordinates, and how these interrelationships can impact on the subordinates' careers. The study results will assist us in developing improved course packages for the leadership training establishments within the CF.
2. The plan is to gather information in the form of questionnaires from a preselected group of individuals. A number of supervisors will be asked to respond to questions about the performance of specific subordinates, and these subordinates will be asked to complete similar questionnaires worded from their perspective. Both groups will be asked to complete a supplementary questionnaire covering their views on the rights and roles of women.
3. To ensure candid responses, the survey will be conducted on a voluntary basis and the nature of the research being undertaken will be explained to those taking part. The total time to complete the questionnaire will not exceed an hour and a half. The respondents will be assured that they are being asked to complete the questionnaires for research purposes only, and that they will never be identified individually in any reports published.
4. Approval for this project to be conducted has been secured from your Command HQ (SO PSe1) and we are seeking your support in the form of your Base Personnel Selection Officer's assistance in certain aspects of this study as provided for in Reference. Past experience has shown that research such as this can be carried out effectively if PSOs collect the data for the research team, since they are familiar with the base organization and can gather the information with minimum disruption to unit activities.

.../2

5. Should you concur with the study being carried out on your base, it would be most helpful if unit commanding officers could be apprised of the contents of this letter. It would also be helpful if their support and cooperation could be solicited to ensure that the selected personnel are available to participate in the study. Again, I would emphasize that the survey will cause minimal disruption to unit activities as the participants will not be away from their place of work for more than two hours. Detail about the exact units involved and procedures for questionnaire administration will be forwarded to your BPSO in due course.

6. If the proposal for your BPSO to so work with us on this research meets with your approval, it would be of great assistance in meeting project deadlines if direct contact between the project officer, Captain S. Simpson (NDHQ 995-2737) and the BPSO could be established as soon as possible.

  
J.C. Eggenberger  
Lieutenant Colonel  
Director Personnel Applied Research  
for Chief of the Defence Staff

DISTRIBUTION LIST

Action

Information

External

External

All Base Commanders (excluding	CFB Baden	Air Command Headquarters,
	CFB Lahr	Attention: SO PSEL
	CFB Moncton	Maritime Command Headquarters,
	CFB Shilo	Attention: SO PSEL
	CFB Suffield	Mobile Command Headquarters
	CFB Penhold)	Attention: SO PSEL

Internal

Commandant, National Defence Headquarters

Canadian Forces Training  
System Headquarters,  
Attention: SO PSEL  
CFPARU Toronto



5762-19 (DPAR)

le 5 septembre 1980

Liste de diffusion

SERVICES DE SELECTION DU PERSONNEL  
COLLECTE DE DONNEES - ETUDE SUR LE PERSONNEL DES  
FORCES CANADIENNES CONCERNANT LEUR FUTURE CARRIERE

Référence: O AFC 2-3

1. Dans le cadre d'une étude globale portant sur les aspects sociologiques de l'emploi des hommes et des femmes dans les Forces canadiennes, l'Unité de recherche appliquée sur le personnel des Forces canadiennes a entrepris, sous la conduite de la Direction de la recherche appliquée (personnel) du OGDN, un certain nombre de projets de recherche. L'un de ces projets vise à connaître les vues des superviseurs en ce qui concerne la carrière de leurs subalternes ainsi que les aspirations professionnelles de ceux-ci. Ces travaux d'évaluation permettront de clarifier certains rapports complexes entre supérieurs et subalternes, et d'établir comment ces rapports peuvent influencer sur la carrière du subalterne. Les résultats de l'étude nous aideront à mettre au point de meilleurs programmes de formation au commandement pour les membres des Forces canadiennes.
2. Il s'agit de recueillir des renseignements au moyen d'un questionnaire soumis à un groupe de personnes choisies. Un certain nombre de superviseurs seront priés de répondre à des questions portant sur le rendement de certains subalternes, et ceux-ci devront remplir un questionnaire semblable conçu à leur intention. Les deux groupes rempliront un autre questionnaire visant à connaître leurs vues sur les droits et le rôle des femmes.
3. Afin d'assurer la sincérité des réponses, l'enquête sera menée sur une base volontaire et on expliquera à ceux qui s'y soumettront la nature des recherches entreprises. Il ne faudra pas plus d'une heure et demie pour remplir le questionnaire. Les répondants recevront l'assurance que le questionnaire ne servira qu'à des fins de recherche, et qu'ils ne seront jamais identifiés dans les rapports qui seront publiés.
4. Votre quartier général de commandement (OEM S Pers) a donné son accord pour la mise en oeuvre de ce projet et nous vous demandons de nous prêter les services du chef de sélection du personnel en poste à votre base pour certains aspects de l'étude, comme le prévoit le document cité en référence. Nous savons par expérience que ce genre de recherche donne de bons résultats lorsque le CSP recueille les données dont l'équipe de recherche a besoin, car ce dernier connaît bien l'organisation de la base et il est bien placé pour recueillir les renseignements tout en perturbant le moins possibles les activités de l'unité.

.../2

5. Si vous acceptez que l'étude s'étude à votre base, il serait bon de mettre les commandants d'unité au courant du contenu de la présente lettre. Il conviendrait également de les inviter à apporter leur collaboration pour assurer la disponibilité du personnel devant participer à l'étude. L'étude ne perturbera par beaucoup les activités de l'unité puisque les participants n'auront à s'absenter que pour deux heures au plus. Nous ferons savoir au CSP quelles seront les unités en cause.

6. Veuillez avoir l'obligeance de demander au CSP de votre base de communiquer avec l'officier chargé du projet, le capitaine Suzanne Simpson, à Ottawa (995-2737 ou 992-0506) pour lui faire connaître votre décision. Le capitaine Simpson donnera alors d'autres détails au CSP.

  
Le lieutenant-colonel J.C. Eggenberger  
Directeur de la recherche appliquée (personnel)

LISTE DE DIFFUSION

Exécution

Externe

Tous les commandants de base, sauf ceux  
des BFC Baden  
Lahr  
Moncton  
Shilo  
Suffield  
Penhold

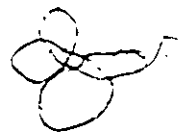
Information

Externe

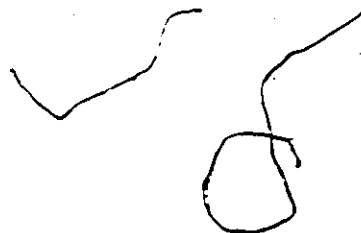
QG du Commandement aérien  
à l'attention de l'OEM S Pers  
QG du Commandement maritime  
à l'attention de l'OEM S Pers  
QG de la Force mobile  
à l'attention de l'OEM S Pers  
QG du Service de l'Instruction  
des Forces canadiennes  
à l'attention de l'OEM S Pers  
URAPFC - Toronto

Interne

Commandant, Quartier général de la  
Défense nationale



APPENDIX C2  
Instructions to Personnel Selection Officers  
on Survey Administration



5762-1 (DPAR)

16 October, 1980

Distribution List

QUESTIONNAIRE ADMINISTRATION -  
CAREER EXPECTATIONS OF MEN AND WOMEN ORs

References: A. DPAR 683 081945Z Aug 80  
B. DPAR 703 291500Z Aug 80  
C. 5762-19 (DPAR) 18 Sep 80

1. The enclosed test materials are for use in the project on the evaluation of men and women ORs in the CF (References A, B, C). They are intended to assess the expectations that superiors have for their subordinates' performance, and the subordinates' career expectations in the Canadian Forces. In this shipment, you will find all the materials required to administer surveys to a set of pre-selected subordinates and supervisors at your base. The following items are included:

- a. a list of those to be surveyed on your base;
- b. a list of MOCs, matching the codes with the names of the trades and classifications;
- c. a list of UICs;
- d. the questionnaires to be given to the participants;
- e. administrator's briefing notes for questionnaire administration (Annex A);
- f. pencils;
- g. a sample letter to be sent to the participants (Annex B);
- h. address labels for the participants;
- j. a Survey Administration Report form (Annex C); and,
- k. a set of questionnaires for your retention.

.../2

### SURVEY ADMINISTRATION

2. The forms to be completed by each participant include an Expectancy Questionnaire, in Envelope 1, and a survey designed to assess the participant's attitudes towards the rights and roles of women in society (AWS) in Envelope 2. There are four variations of the Expectancy Questionnaire: one for superiors who are filling out the questionnaire about a female subordinate, coded SpF in the upper right-hand corner; one for superiors filling out the questionnaire on male subordinates, coded SpM; one for male subordinates, coded SbM; and, one for female subordinates, coded SbF.

3. For this survey, superiors and subordinates have been paired according to work relationships that existed when the 1979 PERs were completed. It is expected that a number of these superior/ subordinate pairs have changed since 1979 due to postings, duty rosters etc. It is essential that respondents answer their Expectancy Questionnaires with those 1979 relationships in mind; therefore, the individual whom they should be keeping in mind is identified on a card attached to each Expectancy Questionnaire.

4. A set of briefing notes have been included for the questionnaire administrator to read before the participants begin completing the surveys. The survey materials, including the machine readable response sheets, have been packaged in labelled envelopes. Envelope II must not be given to the participant until Envelope I has been completed by the respondent and handed to the test monitor. For those participants who wish to have a summary of the results sent to them place a check mark beside their names on the computer list of the participants and return to DPAR.

### CONTACTING THE PARTICIPANTS

5. The list of superiors and subordinates has been included for your convenience in contacting them to arrange appointments. You may decide that it would be more expedient to have the participants on your base complete the surveys in groups. Should this be the case, the superiors and subordinates should complete their questionnaires in separate groups to ensure that they can complete the questionnaires without embarrassment or discomfort.

6. The participants may be contacted by telephone, or in cases where there are too many to be contacted by this method, by letter. A sample letter has been included (Annex B). This letter may be modified slightly according to the needs of your base. Address labels have also been included for ease in sending letters to the participants.

7. When contacting the participants by telephone each should be encouraged to take part in the survey, but it should be emphasized that participation is strictly voluntary. No one should be left with the impression that they are compelled to take part in this study. Participants should be told that the purpose of the study is to determine the expectations that superiors have for the careers of their subordinates, and how the subordinates see their own career future. You might also indicate that the results of the study will assist in improving course packages for the leadership training within the CF.

8. In cases where it is obvious that a particular individual cannot complete the survey (e.g. - BPSO is in Ottawa, and participant is in Australia), that participants name, his or her supervisor and their matches have been stricken from the list. In other cases, it was not as easy to make this judgement; therefore, while you are encouraged to have as many members as possible participate in this study, it is left to your discretion as to whether this is practicable in all cases.

SURVEY RETURNS

9. After the participants have finished the surveys, complete the Survey Administration Report form attached and return it to DPAR with the completed survey booklets and answer sheets. Please pack these materials carefully so that the machine-readable forms are not bent, folded or mutilated in shipping. Also, be sure to include the list of participants who wish to have a summary of results sent to them.

10. If you have any problems, questions or concerns after having read the documents contained in the shipment, please feel free to contact the project officer Capt S.P. Simpson at DPAR (995-2737 or 992-0506).



J.C. Eszenberger  
Lieutenant-Colonel  
Director Personnel Applied Research  
for Chief of the Defence Staff

DISTRIBUTION LIST

Action

All BPSOs  
(excluding CFB Lahr  
CFB Det Baden)

Information

CFPARU



ANNEX A

TO DPAR 5762-1

DATED 16 OCT 80

BRIEFING NOTES FOR QUESTIONNAIRE

ADMINISTRATION

(FOR SUPERVISORS AND SUBORDINATES)

1. Good morning (Good Afternoon), I am (we are) \_\_\_\_\_  
You are here to take part in a study being carried out by the Canadian Forces Personnel Applied Research Unit in Toronto. The study is designed to assess supervisors' expectations for their subordinates, and subordinates' expectations for their own careers in the Canadian Forces.

(FOR THE SUBORDINATES)

2. You are being asked to complete two envelopes of survey materials. The first contains a number of questions about your background and experience, and some questions about your job in the Canadian Forces. The second envelope contains questions about your views on the rights and roles of women in society. You are asked not to discuss your answers with anyone until this survey has been completed on the base.

NOTE D'INFORMATION À L'INTENTION DES PERSONNES

DISTRIBUANT LES QUESTIONNAIRES

(SURVEILLANTS ET SUBALTERNES)

1. Bonjour (Bon après-midi). Je suis (nous sommes) \_\_\_\_\_  
\_\_\_\_\_. Vous êtes ici pour participer à une étude que  
mène l'Unité de recherches psychotechniques des Forces  
canadiennes, basée à Toronto. L'étude vise à évaluer les  
attentes des surveillants à l'égard de leurs subalternes et  
les aspirations professionnelles de ces derniers dans les  
Forces canadiennes.

(SUBALTERNES)

2. Vous devez remplir des questionnaires contenus dans  
deux enveloppes. Le questionnaire de la première enveloppe  
vous interroge sur vos antécédents et votre expérience, tandis  
que certaines questions ont pour objet votre travail dans les  
Forces canadiennes. Celui de la deuxième enveloppe portent  
sur vos opinions en ce qui concerne les droits et les rôles  
des femmes dans la société. Vous êtes prié(e) de ne pas  
discuter de vos réponses avec qui que ce soit, tant que cette  
enquête ne sera pas terminée dans la base.

(SURVEILLANTS)

2. Vous devez remplir des questionnaires contenus dans  
deux enveloppes. Le questionnaire de la première enveloppe a  
pour objet vos antécédents et votre expérience, tandis que  
certaines questions concernent un subalterne relevant ou ayant

(FOR THE SUPERVISORS)

2. You are being asked to complete two envelopes of survey materials. The first contains a number of questions about your background and experience, and some questions on a particular subordinate you have, or have had under your supervision. The second envelope contains questions about your views on the rights and roles of women in society. You are asked not to discuss your answers with anyone until this survey has been completed on the base.

(FOR SUPERVISORS AND SUBORDINATES)

3. Each envelope contains the survey booklet, an answer sheet and an envelope in which to place the survey materials on completion. When you (HAVE THE PARTICIPANTS REMOVE THE SURVEY MATERIALS IN ENVELOPE NO.1) mark your answers on the answer sheet, completely blacken the oval which corresponds to your answer. If you change your mind after blackening an answer be sure to erase the wrong answer so that no traces are left.

(FOR THE SUBORDINATES) 6

4. Some of the questions in Envelope 1 have to do with a particular supervisor you are working with now, or have worked with in the past. That supervisor has been identified on a card attached to the survey. You may no longer be working with that supervisor, but it is important for you to keep in mind that person and the work you did for them as you

relavé de vous. Le questionnaire de la deuxième enveloppe portant sur vos opinions en ce qui regarde les droits et les rôles des femmes dans la société. Vous êtes prié(e) de ne pas discuter de vos réponses avec qui que ce soit, tant que cette enquête ne sera pas terminée dans la base.

(SURVEILLANTS/SUBALTERNES)

3. Dans chacune des enveloppes, vous trouverez le questionnaire, une feuille de réponses et une enveloppe dans laquelle vous glisserez le questionnaire rempli.

(DEMANDEZ AUX PARTICIPANTS DE SORTIR LE QUESTIONNAIRE ET LA FEUILLE DE RÉPONSES DE LA PREMIÈRE ENVELOPPE.)

Quand vous inscrivez vos réponses sur la feuille fournie à cet effet, noircissez bien toute la petite surface ovale correspondant à votre réponse. Si vous changez d'avis après avoir noirci une surface ovale, assurez-vous d'effacer complètement la mauvaise réponse de sorte qu'il ne reste aucune marque de crayon.

(SUBALTERNES)

4. Certaines des questions posées dans les documents de la première enveloppe portant sur un surveillant en particulier avec lequel vous travaillez maintenant ou avec lequel vous avez travaillé dans le passé. Le nom de ce surveillant figure sur une carte annexée au questionnaire. Il se peut que vous ne travailliez plus avec cette personne, mais il est important de vous rappeler les relations de travail que

answer the questions. For instance, in questions 39 to 51 you are asked to describe the kind of work you are required to do. Answer these questions with respect to the job you were doing when you were working with the supervisor identified on the card.

(FOR THE SUPERVISORS)

4. Some of the questions in Envelope 1 have to do with a particular subordinate you are working with now, or have worked with in the past. That subordinate has been identified on a card attached to the survey. You may no longer be working with that subordinate, but it is important for you to keep in mind that person and the work they did for you as you answer the questions. For instance, in questions 39 to 51 you are asked to describe the kind of work the subordinate is required to do. Answer these questions with respect to the job the subordinate was doing when that person was working with you.

5. When you have completed the questionnaire in Envelope 1, return the answer sheet and the survey booklet to me in the envelope provided and I will give you Envelope 2. Should you have any questions while you are completing the surveys please feel free to ask me (us) for assistance.

6. Remember this is not a test. There are no right or wrong answers, and there are no time limits. Your participation in this study is strictly voluntary.

vous avez eues avec elle, au moment où vous répondez aux questions. Par exemple, aux questions 39 à 51, on vous demande de décrire la nature du travail que vous devez faire. Répondez à ces questions en tenant compte du travail que vous faisiez quand vous releviez du surveillant dont le nom figure sur la carte.

(SURVEILLANTS)

4. Certaines des questions posées dans les documents de la première enveloppe concernent un subalterne relevant ou ayant relevé de vous. Le nom de cette personne figure sur une carte annexée au questionnaire. Il se peut que cette personne ne relève plus de vous, mais il est important de vous rappeler les relations de travail que vous avez eues avec elle, au moment de répondre aux questions. Par exemple, aux 39 à 51, on vous demande de décrire la nature du travail que ce subalterne doit faire. Répondez aux questions en tenant compte du travail que cette personne faisait à l'époque où elle relevait de vous.

5. Quand vous aurez rempli le questionnaire de la première enveloppe, rendez-moi la feuille de réponses et le questionnaire dans l'enveloppe prévue à cette fin, et je vous remettrai alors la deuxième enveloppe. Si des questions vous viennent à l'esprit pendant que vous remplissez les questionnaires, n'hésitez à me (nous) les poser.

6. Souvenez-vous bien qu'il ne s'agit pas d'un examen. Il n'y a ni mauvaise réponse, ni bonne réponse, et il n'y a

7. Should you wish to have a summary of the results of the study sent to you on its completion, please let me know when you hand in Envelope 2 on your way out.

8. I would like to thank you for taking time out from your work to help us with this study. A project like this takes a great deal of effort and cooperation from many people, and your assistance is very much appreciated.

9. Before you start are there any questions???

NOTE: Should anyone ask about the Code No. (question 3, Part I), feel free to explain that it is a control number for the computer matching of superior and subordinate responses.

aucune limite de temps. Vous êtes tout à fait libre de participer à cette étude.

7. Si vous désirez recevoir un compte rendu des résultats de l'étude une fois qu'elle sera terminée, faites-le moi savoir en me remettant la deuxième enveloppe, à la sortie.

8. Je tiens à vous remercier d'avoir bien voulu laisser votre travail pour venir nous aider dans cette étude. Une entreprise de la sorte exige beaucoup d'efforts et la coopération de nombreuses personnes; nous vous savons gré de l'aide que vous nous avez apportée.

9. Avant que nous commençons, y a-t-il des questions?

REMARQUE: Si quelqu'un pose une question au sujet du n° de code (question n° 3, partie I), n'hésitez pas à dire qu'il s'agit d'un numéro de contrôle permettant à l'ordinateur de faire correspondre les réponses données par les surveillants et celles des subalternes.

ANNEX B  
TO DPAR 5762-1  
DATED OCT 80

SAMPLE

October, 1980

Dear

During the next few weeks a number of service personnel on our base are being asked to participate in a study being carried out by the Canadian Forces Personnel Applied Research Unit (CFPARU). The Personnel Selection Office is assisting in this study by having pre-selected individuals fill out a survey.

The study is designed to assess the supervisors' expectations for their subordinates, and subordinates' expectations for their own careers in the Canadian Forces. It is hoped that it will clarify some of the complex interrelationships between supervisors and subordinates, and will have eventual payoff through improved leadership training in our leadership academies.

You have been selected to participate in this study and we have arranged for an appointment for you to fill out this survey at the time and place indicated below. The information is being gathered for research purposes only and your answers will be held in strictest confidence. The survey should not take you anymore than a couple of hours to complete. If the time indicated is not convenient, or you cannot make it for whatever reason, please call and let us know, and we will arrange for a better time.

Your participation in this study is strictly voluntary, but you are encouraged to make every effort to come in. The members included in this study have been chosen to represent a cross-section of ranks, trades and classifications. It follows, therefore, that your personal involvement is very important if we are to have your trade/classification and rank properly represented.

Captain Charlie Brown  
BPSO  
Local 0000

Time: 0830  
Date: 5 Oct 80  
Place: Bldg No. 1

SAMPLE

ECHANTILLON

octobre 1980

M

Au cours des prochaines semaines, un certain nombre de militaires de nos bases seront appelés à participer à une étude que mène l'Unité de recherches psychotechniques des Forces canadiennes (URPFC). Le Bureau de sélection du personnel apporte son concours en demandant à des personnes choisies d'avance de remplir des questionnaires.

L'étude vise à évaluer les attentes des surveillants à l'égard de leurs subalternes, et les aspirations professionnelles de ces derniers dans les Forces canadiennes. Nous espérons que l'étude permettra de mieux comprendre certains des rapports complexes existant entre surveillants et subalternes et qu'elle permettra éventuellement de créer de meilleurs cours dans nos écoles de leadership.

Vous avez été choisi(e) pour participer à cette étude, et nous vous avons ménagé une entrevue pour que vous puissiez remplir les questionnaires à l'endroit et à l'heure indiqués ci-dessus. Les renseignements recueillis serviront à des fins de recherche uniquement. Il vous faudra au plus deux heures pour répondre aux questions. Vos réponses seront traitées en toute confiance. Si l'heure indiquée ne vous convient pas ou si, pour une raison ou pour une autre, vous ne pouvez vous présenter au rendez-vous, veuillez nous téléphoner pour que nous puissions vous en fixer un autre qui vous conviendra.

Vous êtes tout à fait libre de participer à cette étude, mais nous vous encourageons fortement à ne pas vous désister. Les militaires choisis représentent un échantillon type des militaires des divers grades, classifications, et métiers. Il est donc très important que vous participiez à l'étude pour que votre métier/classification et votre grade soient dûment représentés.

Le capitaine Charlie Brown  
Officier de La sélection du personnel (B)  
Poste 0000

Heure: 8h30  
Date: 5 octobre 1980  
Endroit: Immeuble n° 1

ECHANTILLON

ANNEX C  
TO DPAR 5762-1  
DATED 16 OCT 80

SURVEY ADMINISTRATION REPORT

Base: \_\_\_\_\_

1. What method did you use to get in touch with the participants on your base? Please indicate the number of participants contacted by each method.

No.

Telephone \_\_\_\_\_  
Letter \_\_\_\_\_  
Other \_\_\_\_\_ (please specify below)

2. Did you encounter any difficulties getting in touch with the participants? If so, what kinds of difficulties did you encounter?

3. In general, what were the members reactions to participating in this study when they were contacted?

4. Of those who did not participate, to the best of your knowledge, indicate the number of participants by the reasons listed below:

On training or away on course \_\_\_\_\_  
Could not take time away from work \_\_\_\_\_  
Chose not to participate \_\_\_\_\_  
Do not know the reason \_\_\_\_\_  
Unable to get in touch with participant \_\_\_\_\_  
Other (please specify below) \_\_\_\_\_

5. Please give a brief description of the testing environment (e.g. - classroom, 30 at a time; PSO's office, 1 at a time; etc.).

6. Who administered the questionnaires? (e.g. - PSO; PSO NCO, etc.).
  
7. Were there any difficulties with Part I? If so, what were they?
  
8. Were there any difficulties with Part II? If so, what were they?
  
9. Were there any difficulties with Part III? If so, what were they?
  
10. In general, what were the subordinates' reactions to the survey?
  
11. In general, what were the superiors' reactions to the survey?
  
12. Are there any changes you could recommend to improve the questionnaires and/or their method of administration?

Name \_\_\_\_\_  
Rank \_\_\_\_\_  
Appointment \_\_\_\_\_  
Telephone Number \_\_\_\_\_