

Chapter 3G – GENDER AND MINORITY ISSUES

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3G.1 EXECUTIVE SUMMARY

A literature review was conducted on the relationship between gender and minority issues and recruiting and retention of military personnel, using literature gathered by the NATO Task Group (TG) on Recruiting and Retention of Military Personnel. Empirical research findings rather than descriptive or anecdotal information have been included in this review.

In order to assess the need for recruiting and retention strategies for minority group members and women, and to develop these strategies if required, research has been conducted to investigate the current representation of these groups in military occupations. This research has often been driven by legislation and policy and is aimed at determining how well women and/or minority group members have integrated into military occupations.

A diverse work force may become an environment for harassment and discrimination against women and minority group members. Attempts have therefore been made to assess the extent of racial and sexual harassment and discrimination in the military, which can provide insight into potential recruiting and retention barriers. The existence of such behaviour highlights the need for policies and programs aimed at addressing increased gender and cultural diversity. Other research has examined the effects of such programs and shown that they can improve behaviour and attitudes towards gender and cultural diversity in the workplace.

Gender and minority issues also play a role in recruiting for the military. Research in this area has been conducted on advertising and marketing, applicant attraction and job choice, and selection and classification measures. In regards to advertising and marketing, research findings indicate that marketing campaigns for the military can be modified to acknowledge gender differences in the importance given to benefits related to joining the military. Acknowledging these differences in marketing campaigns could enhance propensity for military service. Propensity to join may also be enhanced if differences in applicant attraction and job choice by gender and race are acknowledged. Finally, ensuring selection measures and procedures are unbiased helps ensure that qualified women and minority group members are not discriminated against being selected for the military.

Finally, gender and minority issues are linked to retention through Equity Theory and Equal Opportunity Fairness (EOF). A model of motivation attempting to identify the source of individuals' expectancies and link effort with performance and job satisfaction has been developed. In this model, job satisfaction is determined by employees' perceived equity of rewards received. Greater satisfaction is associated with greater equity in reward distribution. Future effort-reward probabilities are also influenced by past experience with performance and rewards. Additional research indicates the importance of EOF on job satisfaction and organizational commitment, two factors that have been empirically linked to dysfunctional turnover in other research. Both Equity Theory and EOF demonstrate the link between perceived fairness in the workplace and retention. It is therefore important to ensure that processes in the workplace and organization are fairly distributed to all personnel, regardless of gender or race.

Research findings have provided empirical evidence indicating that gender and minority issues relate to recruiting and retention of military personnel. These findings should be acknowledged in policies and procedures of the organization.

Practical recommendations are made based on findings in the literature. These recommendations include suggestions for continued and future research. Recommendations are also made to incorporate research findings into advertising and recruiting processes in the military and to ensure the psychometric properties of selection measures and the criteria for reward distribution are unbiased.

3G.2 INTRODUCTION

Demographic shifts in society have a direct influence on the work force. These shifts must be acknowledged when developing strategies to recruit and retain personnel in all organizations, including the military. Two significant demographic shifts towards an increasingly diverse society and work force are taking place in most western countries. First, there has been an increase in female employment leading to gender integration issues in the labour force. Second, there has been a steady growth of minority members in the work force. This has led to increasing diversity in culture, language, and belief system, in the work place.

Reflecting the demographic shifts mentioned above is important for militaries to meet recruiting targets and to retain military members. Social and cultural differences can impede a military's ability to recruit, integrate and retain women and minority group members in particular. It is also necessary to ensure that equal opportunities are provided to all members of society who possess the necessary skills to enter careers in the military.

3G.3 PURPOSE AND STRUCTURE OF THE PAPER

The aim of this paper is to review research on how gender and minority issues relate to recruiting and retention of military personnel. Empirical research findings rather than descriptive or anecdotal information have been included in this review. First, the paper will describe some research efforts that assess the representation of women and minorities in military occupations as well as military members' behaviour and attitudes towards gender and cultural diversity in the military. Second, research related to gender and minority issues and recruiting will be discussed. Specifically, this research examines gender and minority issues in relation to advertising and marketing, applicant attraction and job choice and selection and classification. Third, research related to gender and minority issues and retention will be examined, specifically as these issues relate to Equity Theory and Equal Opportunity fairness. Finally, practical recommendations will be made based on the findings presented.

3G.4 ASSESSING REPRESENTATION OF WOMEN AND MINORITIES IN MILITARY OCCUPATIONS

In order to assess the need for recruiting and retention strategies for women and minorities, and to develop these strategies if required, research has been conducted to investigate the current representation of these groups in military occupations. Two examples of this type of research were conducted in Canada and the US. Research in these two countries has been driven by legislation and policy change and is aimed at determining how well women and minority group members have integrated into military occupations.

3G.4.1 Designated Group Members in the Canadian Forces (CF)

In November 2002, an Order in Council was passed bringing the Canadian Forces (CF) under the Employment Equity Act (EEA). The EEA recognizes four designated groups: women, Aboriginal peoples, visible minorities and persons with disabilities. The CF must develop an Employment Equity (EE) Plan under the EEA. The EE Plan is aimed at ensuring that all people are treated fairly and judged on both merit and capability, in order to support cohesion and teamwork (Holden, 2004). The EEA requires the CF to fulfil a number of obligations in developing an EE Plan. These obligations include:

- 1) A survey of the workforce determining occupations, ranks and salaries of designated group members (DGMs);
- 2) An analysis of the workforce to determine whether any DGMs are underrepresented in any military occupations and ranks by comparing it with the Canadian workforce population;
- 3) An employment systems review of policies and practices to identify any barriers DGMs may encounter through a qualitative analysis of data collected through consultations with CF members (Ajilon, 2004);
- 4) Consultation with representatives on EE issues and informing CF personnel about EE;
- 5) Preparation of goals, policies and measures;
- 6) Production of an annual report on progress; and
- 7) Maintenance of EE records (Holden, 1999).

A number of recommendations have been made based on research conducted in this area in Canada. These recommendations focus on the following areas with regard to CF-wide EE issues: leadership and accountability for EE, establishing and maintaining EE networks, EE / diversity training, generic human resource systems and processes ensuring representation of DGMs, realistic job previews, role models mentors and buddies to facilitate integration to the CF, getting the EE word out with readily available information, and barrier free access and universal design to ensure adequate work conditions for those who require it (Ajilon, 2004).

3G.4.2 Representation of Women in the U.S. Military

Similar to the efforts in Canada, there have been efforts in the US to assess the representation of women in the US military. In the past, a career in the US military was somewhat restricted and limited for women, but in 1992, policy changes altered this situation by opening up a number of occupations to women. In the late 1990s, the US General Accounting Office (GAO) published two reports that questioned whether men and women had equal opportunities to work in the occupations in which they specialised (US General Accounting Office, 1998; US General Accounting Office, 1999). A recent study further investigated gender integration in the military occupations that became open to women in the early 1990s (Hareel et al., 2002). This research was conducted in two steps. First, a broad statistical analysis of the representation of women in occupations opened to them in the early 1990s was conducted. This quantitative analysis identified occupations that had low female representation. As opposed to the Canadian approach of comparing internal representation to the external labour force, representation in a US military occupation was compared to the representation in the military service in which the occupation existed. The second step of the research was a qualitative analysis that built on the first step. It focused on ten specific occupations in detail. These occupations represented a cross section by service, rank, nature of work, level of gender integration in the occupation, and level of representation in the occupational class. This analysis determined whether the level of representation of women in the occupations examined likely resulted from time elapsed, systemic barriers, or individual choice.

A number of recommendations and policy implications were made based on findings of this research. First, female representation needed to be acknowledged and understood by occupation. Second, the assumption that female personnel were not interested in jobs with seemingly less appealing work environments was false. Counselling was recommended for incoming personnel on the various occupations open to them and it was recommended that accurate information be available to the public detailing information about opportunities for women in the US military. Finally, opportunities needed to be made available to women in those occupations that were still being closed to them (Hareel et al., 2002).

Since the occupations analysed were only opened to women in the early 1990s, assessment of female performance and retention of women in these occupations would have been premature (Hareel, et al., 2002). However, it was recommended that analysis on gender and accession, training, assignment, selection and retention should be conducted. Furthermore, it was recommended that research on the role of individual experiences and decision-making processes in occupation selection, assignment and retention should be conducted. Finally, researchers stated that service models that limit female accession as a result of assignments closed to women should be validated (Hareel et al., 2002).

3G.5 BEHAVIOUR AND ATTITUDES TOWARDS CULTURAL AND GENDER DIVERSITY

A diverse work force may become an environment for harassment and discrimination against women and minority group members. Attempts have, therefore, been made to assess the extent of sexual and racial harassment and discrimination in the military, which can provide insight into potential recruiting and retention barriers. In addition, a number of policies and programs have been put in place in different nations' militaries to address increased gender and cultural diversity. Efforts have been made to assess the changes in the behaviour and attitudes of personnel after implementation of these policies and programs. The examination of bullying behaviour in the UK's Royal Air Force (RAF) is an example of this research.

3G.5.1 Sexual and Racial Harassment and Discrimination in the UK Military

3G.5.1.1 Sexual Harassment, Sexual Discrimination and Bullying (SHSDB)

A study was conducted to assess sexual harassment, sexual discrimination and bullying (SHSDB) in the RAF (Coleby and Vincent, 2002). Both quantitative and qualitative data were collected. Those who indicated they had experienced RHRDB were asked to describe their experiences.

Results indicated that, although 95% of respondents were aware of the complaints procedure regarding SHSDB, only 44% were aware of how it worked. The majority of respondents indicated that policies and procedures regarding SHSDB and attitudes of personnel had improved in the past five years, while 11% believed that the situation had deteriorated. Almost three quarters of respondents believed sexual harassment and bullying were occurring in the RAF, while half of respondents believed sexual discrimination was occurring in the RAF. A small number of people indicated experiencing SHSDB, with significantly more females than males reporting the experience (Coleby and Vincent, 2002).

Based on the findings of this study, it was recommended that new recruits be informed of equal opportunity policies. It was also recommended that exit interviews be conducted to determine what role SHSDB played in performance and retention of RAF personnel (Coleby and Vincent, 2002).

3G.5.1.2 Racial Harassment, Racial Discrimination and Bullying (RHRDB)

A second study was conducted to determine the extent of racial harassment, racial discrimination and bullying (RHRDB) in the RAF (Jarman, 2002). This study was similar in design to the Jarman (2002) study on SHSDB and included quantitative and qualitative analyses. Those who indicated they had experienced SHSDB were asked to describe their experiences.

Results of the study indicated that 95% of respondents were aware of the RAF complaints procedure dealing with harassment. However, only 50% were aware of how the procedure worked. The majority of respondents indicated that policies and procedures related to RHRDB and attitudes of RAF personnel had improved over the past five years. A small number of respondents indicated they had experienced RHRDB. However, more ethnic minorities than White personnel indicated they had experienced RHRDB. Experiences of racial harassment were most common in the workplace with male perpetrators. The perpetrators tended to be RAF personnel at a higher rank than the individual experiencing RHRDB. Overall, ratings were mixed regarding satisfaction with the action that was taken on RHRDB complaints (Jarman, 2002).

Recommendations from the analyses included informing new recruits about equal opportunity policies and training supervisors regarding RHRDB. It was also recommended that exit interviews be conducted to determine what impact RHRDB had on performance and retention (Jarman, 2002).

3G.5.2 Behaviour and Attitude Change Towards Gender and Cultural Diversity

Different countries have varying policies and programs aimed at addressing increased gender and cultural diversity in the military. One such example is the Sexual Harassment and Racism Prevention (SHARP) training program that has been implemented in the CF. SHARP is aimed at changing attitudes that underlie harassment and racist conduct and is designed to provide sensitization, leadership and mediation toward harassment issues in the Canadian Department of National Defence for both military and civilian employees.

Pike, MacLennan and Perron (2003) conducted a study measuring CF members' attitudes towards multiculturalism and employment equity, using three scales: the Multicultural Attitude Scale (MAS) (Berry and Kalin, 1989), the Military Equal Opportunity Climate Survey (MEOCS) (Knouse, Landis and Dansby, 1996), and the Mixed Gender Opinion Questionnaire (MGOQ) (Davis, 1998). The MAS is an attitudinal scale for research on multiculturalism. The scale was designed for a civilian population so it was slightly modified for a military population. The MEOCS was adapted from the US military to measure observation of workplace behaviours related to cultural diversity and gender equality issues. The MGOQ assesses attitudes toward gender issues specific to employment equity in the CF.

Data collected in this study was compared to baseline data collected in 1996. Results indicated an improvement in CF members' behaviour and attitudes towards gender and cultural diversity. The largest improvements were in the reduction of overt behaviours being observed on Racism/Sexism and Harassment (Pike et al., 2003).

3G.6 GENDER AND MINORITY ISSUES IN RELATION TO RECRUITING

Gender and minority issues have been studied in relation to recruiting. Specifically, research in this area has been conducted on advertising and marketing, applicant attraction and job choice, and selection and classification measures.

3G.6.1 Advertising and Marketing

Social marketing aims at influencing the voluntary behaviour of people towards a social end (Marshall and Brown III, 1999). Therefore, military recruitment campaigns can be considered social marketing programmes for an all-volunteer military. Marketing for a career in the military must consider the needs and wants of potential recruits. These needs and wants may differ for men and women and for members of minority groups. One study, which indicated gender differences in the importance men and women gave to benefits to joining the military, was conducted in the US by Marshall and Brown III (2003), using telephone interview surveys.

Findings indicated differences between young men and women in the importance they gave to various benefits from joining the military. Women considered the following more important than men: training, belonging to a team, making life-long friendships, home loan benefits, guaranteed medical care, selecting the place they would serve, travel opportunities, social respect, and prestige. Men considered combat and firearms training more important than women. Male and female ratings did not differ for the following benefits: adventure, having a disciplined lifestyle, good pay, and retirement possibility after twenty years (Marshall and Brown III, 1999).

The findings of this study suggest that marketing campaigns for the military could be modified to acknowledge gender differences in the importance given to benefits related to joining the military, and acknowledging these differences could enhance propensity for military service (Marshall and Brown III, 1999).

3G.6.2 Applicant Attraction and Job Choice

Gender and minority issues are also related to applicant attraction to a job and job choice. Chapman et al. (2005) conducted a meta-analysis¹ examining relationships between various predictors with job/organisation attraction, job pursuit intentions, acceptance intentions, and job choice. Six hundred and sixty seven coefficients were meta-analysed from 71 studies. The role that moderators played in the relationship between predictors and outcomes was also investigated, including the moderating effects of applicant gender and race. In particular, specific recruiting activities by an organisation may not work equally for men and women, so research investigated this as well as race as a moderator of applicant attraction (Chapman et al., 2005).

Findings indicated that, in general, the characteristics of an attractive job seem to be similar across gender and race. However, the attractiveness of a job was determined more by job characteristics like location and pay for females than for males (Chapman et al., 2005). Race was a moderator between applicant perceptions of the recruiting process and intentions to accept a position. In addition, treatment during the recruiting process was weighted heavily for minorities (Chapman et al., 2005).

3G.6.3 Selection and Classification Measures

There has been an effort in different nations' militaries to ensure that selection measures are unbiased against women and minority groups to ensure qualified applicants are not screened out during selection. An example of efforts in this area is research conducted in Canada on the CF Aptitude Test (CFAT). The CFAT is a standardised test of general cognitive ability and has three subscales, Verbal, Spatial and Problem Solving. The test is used to select and classify applicants into the CF.

Research was conducted to assess whether the CFAT was biased against a specific designated minority group in the CF, Aboriginal Peoples. An item bias analysis was conducted on the CFAT (Vanderpool 2003a), and further examination assessed whether the CFAT was adversely impacting the Aboriginals (Vanderpool, 2003b). Multivariate analysis determined whether there were any group differences in performance on the

¹ A meta analysis combines the results of many studies dealing with the same topic. Data from the studies is synthesised quantitatively.

CFAT between Aboriginal Peoples living in special access and remote communities and CF recruits. Logistic regression was used to determine if items on the CFAT displayed Differential Item Functioning (DIF). DIF is a statistical technique that assumes examinees that have similar amounts of an underlying trait that is being measured should perform similarly on different items of the test regardless of the group they belong to. Results indicated that, although the CFAT is not biased against Aboriginals, group differences in performance suggest it may be an unfair test for Aboriginals (Vanderpool, 2003a).

Research was also conducted assessing whether the CFAT was adversely impacting Aboriginals in selection for the CF. Adverse impact refers to a situation in which group differences in test performance result in a disproportionate treatment of members in a designated minority group, such as Aboriginals (Clauser and Mazor, 1998). Selection ratios were calculated for Aboriginals who would have been eligible for enrolment in the CF based on their CFAT scores and compared to the actual selection ratio for Anglophone Non-Commissioned Member applicants. The “four fifths rule,” which holds that adverse impact occurs when the selection rate for a minority group is less than four fifths that of the comparison group (Catano, Cronshaw, Wiesner, Hacket and Methot, 2001), was used to determine whether the CFAT was adversely impacting Aboriginals. Results indicated that the CFAT did have an adverse impact on Aboriginals (Vanderpool, 2003b), so it was suggested that an alternate selection procedure for Aboriginal Peoples applying for a career in the CF might increase the number of qualified Aboriginal Peoples accepted into the CF (Vanderpool, 2003b).

3G.7 GENDER AND MINORITY ISSUES RELATED TO RETENTION

Gender and minority issues have been studied in relation to retention. Specifically, research in this area has focussed on the principles of Equity Theory and Equal Opportunity Fairness. This research has focussed on input – outcome ratios based on perceived fairness in reward distribution.

3G.7.1 Equity Theory

Equity Theory holds that individuals are concerned with the relationship between their efforts or input and the outcomes they receive in exchange compared to others’ input – outcome ratio. Examples of input for an employee are experience and education. Salary and recognition are examples of outcomes for employees. Employees want equitable treatment regardless of gender and ethnic background. Employees also want greater rewards for increased effort and improved performance compared to employees working with less effort and lower performance. Effort and performance at different levels is influenced by an individual’s goals and objectives. The perceived significance and importance of an outcome will also vary by individual (Ramlall, 2004). Tension is created when employees believe that their input – outcome ratio is not equal to others (Robbins, 1993).

Equity Theory is based on three principle assumptions (Carell and Dittrich, 1978). First, people have beliefs about what an equitable return for their contributions is. Second, people compare their input-outcome ratio to others. Finally, when a person perceives inequality between their input-outcome ratio compared to that of others, the person would be motivated to take action. These actions can include an employee reducing their input to that which they think is fair for the output they receive or attempting to increase their output, for example by requesting a higher salary. An employee could also quit that particular job and seek other employment (Champagne and McAfee, 1989). An organisation should therefore develop reward systems that are perceived as fair and equitable in line with employee beliefs (Ramlall, 2004).

Porter and Lawler developed an expectancy model of motivation attempting to identify the source of individuals’ expectancies and link effort with performance and job satisfaction (Kreitner and Kinicki, 1998;

Ramlall, 2004). In their model, employees exhibit greater effort when it is linked to a valued reward. Furthermore, employees with higher ability attain higher performance for a given level of effort than less able employees. Job satisfaction is determined by employees’ perceived equity of rewards received. Greater satisfaction is associated with greater equity in reward distribution. Finally future effort-reward probabilities are influenced by past experience with performance and rewards (Ramlall, 2004). Therefore, if women and minority group members perceive a bias in reward distribution, their job satisfaction could be decreased. Figure 3G-1 displays Porter and Lawler’s Expectancy Model (as cited in Ramlall, 2004, p. 62).

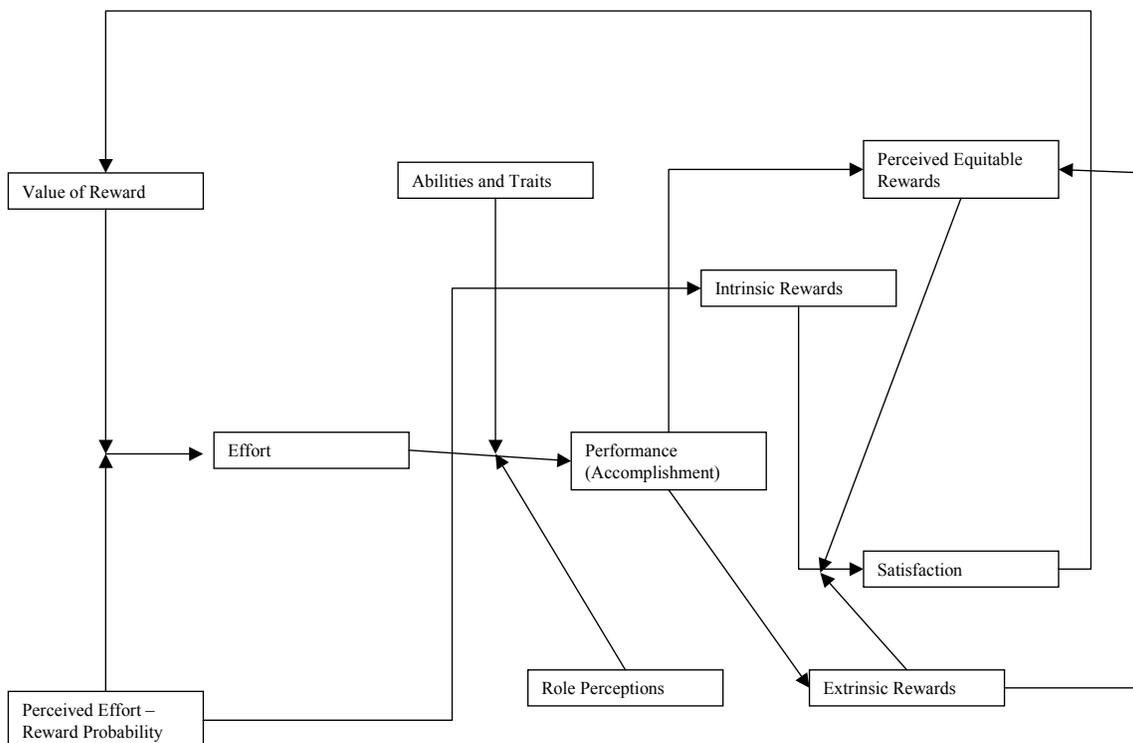


Figure 3G-1: Porter and Lawler’s Expectancy Model of Motivation.

3G.7.2 Equal Opportunity Fairness

Equal Opportunity Fairness (EOF) has been linked to dysfunctional turnover under the Organisational Justice Theory (McIntyre et al., 2002). Organisational Justice Theory indicates two primary aspects of justice, Distributive Justice and Procedural Justice. Distributive Justice is related to whether outcomes in the workplace are distributed fairly. Procedural Justice is related to whether there are fair processes throughout an organisation to allocate outcomes (Thibault and Walker, 1975). Both Distributive Justice and Procedural Justice are related to whether outcomes are allocated equitably based on the input or investment of the individual receiving the outcome. This implies that workers have attitudes regarding Equal Opportunity (EO) and EOF.

EO and EOF can be divided into two categories, work group and organisational. Work Group EOF (WGEOF), EO, and EOF can be divided into two categories, work group and organisational. Work Group EOF (WGEOF) refers to the immediate work environment of colleagues and supervisors. Organisational EOF (OEOF) refers

to the larger organisation and practices within the organisational system such as hiring, promotion, pay and social recognition (McIntyre et al., 2002).

Research in the area of EO and EOF demonstrates links between these concepts and the retention of personnel. McIntyre et al. (2002) conducted a study to understand how attitudes toward EOF relate to perceived work group efficacy (PWGE), job satisfaction (JS), and organisational commitment (OC). OC refers to the level that an employee identifies with an organization and its goals (Mowday, Steers and Porter, 1979). JS differs from OC as JS represents a less stable response to the job and many aspects of the job while OC represents a more global, stable attitude (Morrow, 1983; Porter, Steers, Mowday and Boulian, 1974). PWGE refers to “the degree to which organisational members perceive their primary work group as productive and effective in accomplishing its mission” (McIntyre et al., 2002, p. 302).

The McIntyre et al. (2002) study focused on the Distributive Justice perspective in that perceived fairness was measured by respondents’ reactions and attitudes. McIntyre et al. (2002) “hypothesized that military respondents’ perceptions of OEOF positively influence their perception of WGEOF, which directly and indirectly lead to PWGE, JS and ultimately to OC” (p. 311). Data for the study was retrieved from the MEOCS database that represented all US military and civilian personnel in the Department of Defense. Individual items of the MEOCS were examined for content, and 21 items were selected to measure OEOF and WGEOF. The study was conducted in two steps. First, the measurement model was developed and tested. Second, the hypothesized causal model was developed and tested, using Structural Equation Modeling.

Results indicated support for the hypotheses. In the first step of the study in which the measurement model was developed and tested, four factors emerged. EOF reflected a combination of OEOF and WGEOF. The remaining components corresponded with JS, OC, and PWGE. Results from the second step of the study in which the structural model was tested revealed support for the hypothesized paths. The strongest effects were OEOF affecting WGEOF directly and JS affecting OC directly. Other strong effects were WGEOF affecting PWGE directly and PWGE affecting OC directly. All other effects were moderate.

Findings of McIntyre et al. (2002)’s study demonstrate factors that may influence recruiting and retention of military personnel. Figure 3G-2 provides a summary of results based on individual hypothesized effects, with standardized structural coefficients. All paths were found to be statistically significant. This study demonstrated that OEOF attitudes are linked to OC and JS. WGEOF may affect OC directly and mediate through PWGE and JS. Literature has also linked OC to retention in that individuals with low OC are more likely to leave an organization than individuals with higher OC. The multiple causal pathways to OC indicated in this study suggest that WGEOF attitudes could serve as points where personnel’s OC could be increased and, in turn, reduce dysfunctional turnover. Training for supervisors on WGEOF skills could be helpful in this regard. Examining EOF attitudes and WGEOF in particular, may also help resolve issues with OC, JS and PWGE. This study also confirms a strong relationship between JS and OC (McIntyre et al., 2002).

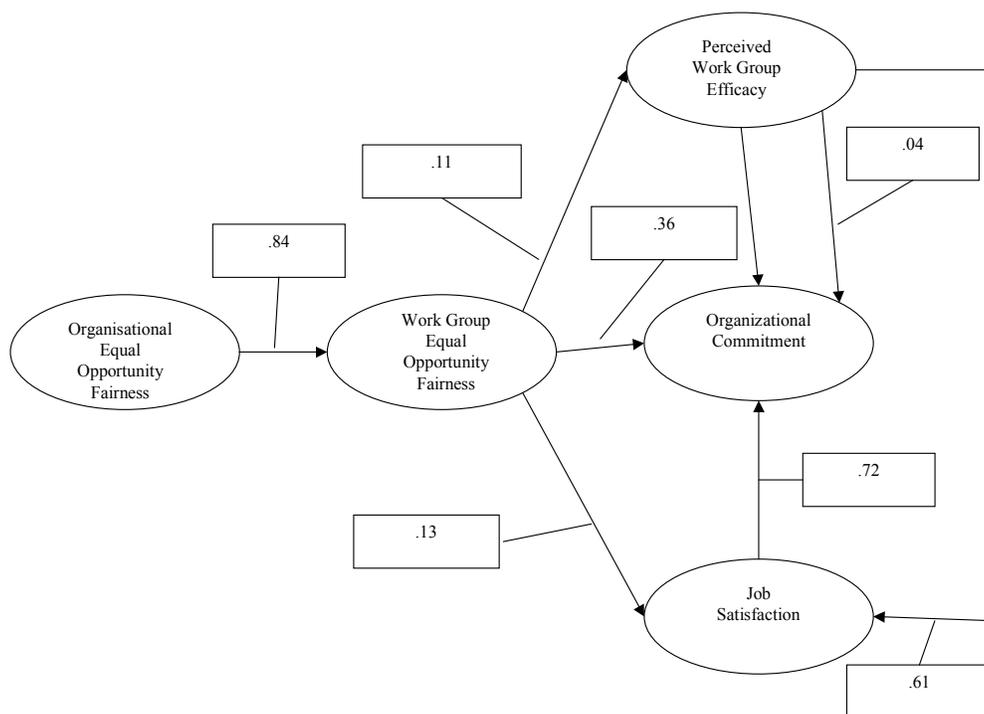


Figure 3G-2: McIntyre et al.'s (2002) Revised Model (p. 310).

3G.8 CONCLUSION

Western societies are increasing in diversity. Understanding the demographic shifts towards a more diverse society is important so these shifts can be acknowledged in recruiting and retention strategies for military personnel. It is also important to monitor attitudes and behaviour towards gender and cultural diversity in the military.

Research on gender and minority issues related to recruiting indicate gender differences in the importance given to benefits associated with joining the military. These differences could be reflected in advertising campaigns and may increase propensity to join the military. Research has also suggested that race and gender may contribute to applicant attraction and job choice. This needs to be taken into account in recruiting efforts and processes. Selection and classification measures have also been examined for bias and adverse impact. Ensuring selection and classification measures are not biased helps increase the likelihood that all qualified individuals from minority groups have an opportunity to be selected into the military.

Research on gender and minority issues related to retention indicate that perceived equity in the workplace is linked to retention. Therefore, it is important to ensure equity in the military to reduce dysfunctional turnover. Gender and minority issues can be linked to retention through application of Equity Theory and Equal Opportunity Fairness. Porter and Lawler developed an expectancy model of motivation attempting to identify the source of individuals' expectancies and to link effort with performance and job satisfaction. In their model, job satisfaction is determined by employees' perceived equity of rewards received. Greater satisfaction is associated with greater equity in reward distribution. McIntyre et al. (2002) indicated multiple causal

pathways to Organizational Commitment. Their research displays the importance of Work Group Equal Opportunity Fairness in influencing Occupational Commitment, Job Satisfaction, and Perceived Work Group Efficacy. All these factors may be linked to dysfunctional turnover. Therefore, through its indirect link, Work Group Equal Opportunity Fairness may also be important in managing dysfunctional turnover.

3G.9 PRACTICAL RECOMMENDATIONS

The following recommendations are made based on the findings of this literature review. These should assist militaries in ensuring that gender and minority issues are addressed with regards to recruiting and retention:

- 1) Monitoring of how well women and minority groups are represented in military occupations is being done in some nations. Other nations could benefit from this kind of research.
- 2) Further research is required to examine attitudes and behaviour toward gender and cultural diversity. This research will help identify potential barriers to the employment of women and minority group members in the military.
- 3) As diversity in the work force increases, continued policy and program development aimed at addressing this change is needed. These policies and programs should be geared to provide any support needed to the integration of women and minority group members into the military.
- 4) There are differences in how various groups value different benefits to joining the military. It is necessary to ensure that advertising campaigns for recruiting acknowledge these differences. As such, highlighting the benefits of the job that are important to members of different groups is important in attracting those individuals.
- 5) Race has been found to be a moderator between applicant perceptions of the recruiting process and intentions to accept a position. Therefore, it is important to ensure that recruiting processes are continuously monitored to ensure candidates have a positive perception of the process. Communicating the importance of an applicant's perceptions of the recruiting process to recruiters would also be useful.
- 6) The psychometric properties of selection and classification measures must be assessed to ensure they are free of bias to increase the likelihood that all qualified individuals from minority groups have an opportunity to be selected into military occupations.
- 7) Perceived equity in the work place is essential to positively influencing job satisfaction and organizational commitment. Therefore, the use of unbiased criteria for reward distribution to employees as well as accountability of management for decision-making regarding rewards in the work place should be practiced.

