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WOMEN IN DIRECT COMBAT ARMS: A CONSTRUCTIVIST GROUNDED THEORY
STUDY OF U.S. ARMY ACTIVE-DUTY MILITARY INTELLIGENCE AND
CYBER COMMAND WOMEN PERSPECTIVES AND CURRENT
CAREER OPPORTUNITIES AND POLICIES IN THE
MILITARY COMBAT FIELDS

by

BRENDA L. V. YOUNG

A DISSERTATION

Presented to the Faculty of the University Incarnate of the Word
in partial fulfillment of the requirements
for the degree of

DOCTOR OF PHILOSOPHY IN EDUCATION

UNIVERSITY OF INCARNATE WORD

DECEMBER 2021

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I would also like to thank all the active-duty Army military women who participated in this research study for their service, candor, and ultimately their honor and respect for our nation and their team of Army Soldiers and Civilians, women, and men equally.

Brenda L. V. Young

DEDICATION

I dedicate my dissertation work to my husband, David Young, my son, Brandon Young, my daughter-in-law, Brianna Young, mother, Eileen Herrington, and mother-in-law, Margaret Young. Your support, love, and patience has been the essence that has surrounded me and lifted me to complete this endeavor.

In memory of those generational and familial military members that came before me, led me, and inspired me: my father, TSgt (RET, USAF) Judson Van Cor, CW3 (RET, USA) John D. Van Cor, and Arnold S. Herrington, Yeoman 2nd Class Submariner. Military service always means sacrifice and family support.

I would also like to thank those patriots and Soldiers that have come before me for providing me the opportunity and advantages to be able to serve my nation and succeed with my education and passions for hopefully societal and citizenry benefits.

“Discipline is the soul of an Army. It makes small numbers formidable; procures success to the weak, and esteem for all.”
--George Washington

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University of the Incarnate Word, 2021

Effective January 1, 2016, the Department of Defense implemented a new policy pertaining to a full work role gender integration for service women in all U.S. military fields and positions.

Active-duty women struggled to participate, adapt, and be completely integrated into the full institutional direct combat arms positions and careers. Research on such gender participation to date has focused specifically on physical fitness standards, unit morale and cohesion, successful entry into training pipeline for direct combat arms fields, and outcomes measured by current attrition rates.

A constructivist qualitative grounded theory research study was needed to understand how current active-duty women in military intelligence, a combat support field, and Army cyber career, a combat arms field, perceive how this full integration decision affects them. The purpose of this study was to explore the perspectives, experiences, and expectations of full direct (combat) arms participation opportunities for military intelligence and cyber career field active-duty women. The aim of this study was to analyze how these active-duty women understood the U.S. Army's full gender integration efforts and its impact on them while serving in their current careers or potential service career fields. This study discovered how these active-duty military

intelligence and cyber career field women understood and participated in the full gender integration process while identifying the access and acceptance factors explained within an adaptation, integration, assimilation, and inclusion constructs for a total military service inclusion theory system.

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Introduction to the Research

Statement of the Problem

The Department of Defense's (DOD, 2015) full gender integration policy is defined as the deliberate steps of the U.S. military services to open all career fields and units involved in direct combat to women and ensure that female members have equitable opportunities to compete and excel in the armed forces. With the implementation of this integration policy, understanding the experiences of current military active-duty Army women and their perspectives on this implementation policy, their new opportunities, and the transformational changes for not only them but the military, societal, and leadership viewpoints are critical participative and active components. Over the past 4 years, the U.S. Army full-gender integration effort has had some participation, about 1,500 women are currently active participants (U.S. Army News Service, 2020). However, women make up 1.01% of the total U.S. Army active-duty personnel of 561,979 as of 2020, and their participation is still miniscule, less than .80% (DOD, 2018). All active-duty Army women are affected by this effort as the opportunity for inclusivity and change for full gender integration is a collective and cultural acknowledgement of equal opportunity in any service career field.

The Secretary of Defense (DOD, 2015) specified seven concerns for the full integration service implementation plan that would need to be addressed:

1. **Transparent Standards.** The Services will continue to apply previously developed and validated operationally relevant and objective standards for all career fields to ensure that leaders assign tasks and career fields throughout the force based on ability, not gender. This approach is integral to preserving unit readiness, cohesion, and morale, and it will continue to form the foundation for full integration.

2. **Population Size.** Equal opportunity may not always equate to equal participation by men and women. Small numbers of women in demanding career fields pose challenges that will vary by occupation and Services and will impact the entire Joint Force. Throughout this process, implications for equipment sizing, supply, and facilities have been thoroughly studied, and need to continue to be addressed.
3. **Physical Demands and Physiological Differences.** Both the Army and Marine Corps studies found that women participating in ground combat training sustained injuries at higher rates than men, particularly in occupational fields requiring loadbearing. These studies also revealed concrete ways to help mitigate this injury rate and the impact to individuals and the teams in which they operate. The sustainability of our combat readiness and our obligation to the welfare of the force means these findings must be addressed in the implementation of the full integration of women in the Armed Forces.
4. **Conduct and Culture.** The integration of women may require a cultural shift in previously all-male career fields. We are prepared to meet this challenge. The military assimilates change by relying upon the enduring values of the profession of arms. Concerns about possible reductions in combat effectiveness can be addressed by effective leadership and gender-neutral standards. This has been demonstrated over the past 14 years in combat operations, during which women have played a critical role. The primary factor in developing cohesion is the ability of all members of the team to perform assigned mission essential tasks effectively. To that end, attitudes toward team performance are important and must be addressed through education and training. Sexual assault or harassment, hazing, and unprofessional behaviors are never

- acceptable. Our core beliefs in good order, discipline, leadership, and accountability are foundational to our success in gender integration.
5. **Talent Management.** The issue of small numbers is closely coupled with the challenge of maintaining viable career paths for women in fields where physical performance is often not only a baseline entry requirement but also a differentiating factor in promoting leaders. Recruiting, retaining, and advancing talented women in highly physical fields will demand careful consideration, but adherence to a merit-based system must continue to be paramount. As the Military Services and U.S. Special Operations Command (USSOCOM) move forward with implementation, leaders must not use special preferences or undue pressure to increase numbers at the expense of merit. Integration provides equal opportunity for men and women who can perform the tasks required; it does not guarantee women will fill these roles in any specific number or at any set rate.
 6. **Operating Abroad.** The United States is a nation committed to equality and using the talents of its entire population to the fullest. Some areas of the world do not share the same principles. The Military Services and USSOCOM acknowledge that the presence of women in some units may complicate cooperation with allies and partners who are culturally opposed to working with women. We have dealt with this in Iraq and Afghanistan with success, and we will continue to use the best practices learned in those countries and elsewhere, in the future.
 7. **Assessment and Adjustment.** The criticality to the U.S. military war fighting ability and the welfare of the American citizen is important for our people that we embark on integration with a commitment to the monitoring, assessment, and in-stride

adjustment that enables sustainable success. This commitment is not an impediment to integration; rather, it is truly crucial to our long-term success. (p. 3)

A qualitative research study was conducted to understand how current active-duty Army women, military intelligence (MI), a combat support field, and cyber career (CC), a combat arms field, perceive what this full gender integration decision means to them for the career and leadership opportunities (Appendix A). Also, the resultant professional and personal effects that can be associated with these new opportunities for these women needed to be explored.

This study highlighted and explored possible opportunities and full-gender integrated options for Army active-duty MI corps and CC women in volunteering, attending, and being full mutual participants in the combat arms field occupations. A vital part of this full integration policy was the explanation and understanding of 13 active-duty female viewpoints and their experiences about integration, acceptance, gender, opportunities, and the combat arms and leadership cultures.

This study was worth doing because not only does Congress have complete oversight of this policy implementation, but it has established requirements, definitions, and criteria for the development and application of “gender-neutral” occupational standards required by the DOD but neglected to address the military inclusion concept, aspect, or a theoretical framework. This research uncovered what the current perspectives for the societal, political, and military cultures are on the full gender integration effort and if these policies reinforce and challenge, negate, or even promote combat arms exclusion and inclusion for women. This research is important because there still is little current qualitative research and awareness into how current MI and career command active-duty women view and experience this fully integrated service choice. On

December 3, 2015, in a memorandum, the U.S. Secretary of Defense Ash Carter directed the full integration of women in the Armed Forces.

The services will begin to execute the implementation of their approved plans to open all military occupational specialties, career fields, and branches for accession by women as soon as practicable following January 2, 2016, and not later than April 1, 2016. (DOD, 2015, p. 1)

My research goals were threefold. The first goal I sought was to explain and describe the varying perspectives of U.S. Army active-duty MI and CC field women on their future combat arms career options. The second goal was to understand and share this view of their service in these combat arms opportunities and experiences for full direct arms integration changes. Lastly, I sought to explore and explain my understandings and opinions of how this change will affect active-duty Army MI and CC assigned women with both intended and unintended consequences. It was not simply about the Army active-duty women's sense of self and awareness but about their experiences, perspectives, challenges, and potential. This research was filtered through my female gender, former active duty, and current cyber service view and experiences of transformative changes in the military.

This study was not only about the full integration reformation policy but potentially to provide details about creating a transformative, inclusive environment, and current understanding about the participating women and men in the DOD. The option for our nation to vacillate about full gender participation of enforcing and securing our national security and promulgating our democratic ideals principles, with the sense of fixity and negativity, could not be sustained. A constructivist grounded theory qualitative research study was needed to address the obligations and understand the opportunity of social reality and ideological cultures of active-duty women in both MI and cyber command careers with full integration changes.

Background

When I was an active-duty Army Soldier from 1986 to 2006, approximately 40% of all career fields were not open for me to participate because I was a female, as these positions were designated for males only. The thought of being part of an excluded class never really crossed my mind; but with the current policy changes, it made me realize this option of any career field could have made me a better Soldier for supporting and defending our Constitution, Our Nation, and my fellow citizens. With the recent policy changes and discussions, all military career positions are now open to both genders. As a result, this has actively engaged me with qualitative research, reflection, and policy analysis and/or action. I really saw the need and value of a qualitative study to understand the experiences of U.S. active-duty women to identify the opportunity process of changing and moving into combat arms career fields. This research could highlight or uncover societal, political, and military culture perspectives; it could also reinforce, challenge, negate, or even promote combat arms exclusion and inclusion perspectives.

Purpose of the Study

The overarching purpose of this qualitative research study was to better understand and examine, through in-depth qualitative interviews and comparative historical U.S. Army integration experiences, the current perspectives, and experiences of active-duty Army women in two separate career fields. It was also designed to reveal what the full integration policy represents to them, as well as their experiences and the possibility for changes. Over the past 2 decades of conflict, U.S. women have served with valor and continue to serve on combat aircraft, naval vessels, and in support of ground combat operations. The expansion of roles for women in the armed forces has evolved since the early days of the military when women were restricted by

law and policy from serving in certain occupations and units which that date back to 1948 with an updated exclusion rule in 1994 (DOD, 1994).

Today, women are not precluded by law from serving in any military unit or occupational specialty. Little is known about how these active-duty women perceive these opportunities, the effect it will have on their career progression, the demands placed on their physical and leadership abilities, the impact it may have on their family and spousal relationships, and the required transformative or organizational changes required.

This study aimed to yield a better understanding among U.S. Army active-duty females on the perceptions and perspectives of this new career opportunity and explore their service experiences and examine their individual roles and service needs required that could result in full gender inclusion in combat arms fields and overall Army military service. According to Rawls, (1993), the political conception of justice points to a notion of reasonable citizens. Rawls (1993) called this the “criterion of reciprocity” (p. xlii). This full gender integration change provides the reciprocity for not only these military service women but also promotes and establishes a profound equal acceptance and access for participation of all military members.

This study was about understanding the experiences of current U.S. military active-duty Army women and their perspectives on the implementation policies, opportunities, and cultural changes with full integration of women in the Army. With the cancellation of the policy banning women from serving in combat units, some have questioned whether current occupational standards for entry into these units should be kept in place or modified. Proponents of change have maintained that the existing standards are artificially high and act as a de facto exclusionary or access barrier to the entry of women into combat occupations. Defenders of the current standards view any reductions to the existing standards as potentially damaging to military

readiness and may use the seven concerns identified by the DOD as justification for not supporting or denying access and acceptance to women.

Congress established requirements, definitions, and criteria for the development and application of gender-neutral occupational standards and has oversight of all DOD decisions in this matter. Congress may also consider additional issues including equal opportunity, equal responsibility (such as the U.S. selective service registration requirement for males), readiness and cohesion, effectiveness, and the overall manpower needs of the military for a Total Force concept (Coffey, 1978). But nowhere in either Congress or DOD policies and announcement did they address a need and understanding on inclusion, specifically military service inclusion.

Debates have centered on areas such as physical limitations and strengths, impact on unit cohesion and cultural acceptances, and standard degradations. The Ike Skelton National Defense Authorization Act for Fiscal Year 2011 directed DOD to conduct a review to “ensure that female members have equitable opportunities to compete and excel in the Armed Forces” (SEC. 535a). With the repeal of the ban on women serving in combat units, some have questioned whether or if current standards should be kept in place, reviewed, or modified. Many supporters of women’s rights contend that the former exclusionary policy, or standards that promulgated in an exclusionary manner, prevent women from gaining leadership positions and view expanding the roles of women as a matter of civil rights (Burelli, 2013). Critics view such full gender integration changes as potentially damaging to military readiness (Selenich, 2012).

However, a 1994 DOD, Direct Ground Combat Definition and Assignment Rule (Combat Exclusion) policy prevented women from being assigned to units below brigade level where the unit’s primary mission was to engage directly in ground combat. This policy barred women from serving in infantry, artillery, armor, combat engineers, and special operations units of battalion

size or smaller. On January 24, 2013, then-Secretary of Defense Leon Panetta rescinded the rule that restricted women from serving in combat units and directed the military departments to review their occupational standards and assignment policies for implementation no later than January 1, 2016 (DOD, 2013).

Other recent policy changes conducted extensive reviews by various commissions and others on issues regarding women in the military and policies for their assignment and career progression. For example, the Duncan Hunter National Defense Authorization Act for Fiscal Year 2009 (P.L. 110-417) established the Military Leadership Diversity Commission (2010) whose mandate was to conduct a study and report on the “establishment and maintenance of fair promotion and command opportunities for ethnic-and gender-specific members of the Armed Forces” (p. 119). Among its recommendations, the commission stated that DOD should take deliberate steps to open additional career fields and units involved in direct ground combat to women. The commission’s recommendations prompted Congress to direct DOD, in the Ike Skelton National Defense Act for Fiscal Year 2011 (P.L. 111-383), to conduct a review to “ensure that female members have equitable opportunities to compete and excel in the Armed Forces” (Section 535, p. 81).

Women make up 51% of the population in the United States (U.S. Bureau of the Census, 2003) and 14.1% of the active-duty Army personnel (DOD, 2018). The roles of women in the military have undergone significant changes in the past 3 decades. A major change occurred in the mid-1970s when the all-volunteer military force was formed. Over the last few years, women have become more involved in combat operations. Since September 2001 (to February 28, 2013), 299,548 female service members have been deployed for contingency operations in Iraq and

Afghanistan (Burelli, 2013). In approximately 14 years of combat operations in Iraq and Afghanistan, over 800 women have been wounded and over 130 have died (Burelli, 2013).

This constructivist grounded theory research was conducted to discover and explore for understanding the relevant unknown MI and CC active-duty women's perspective and viewpoint on direct combat career opportunities. Previous research has been on the physiological, cultural, and institutional gender separatist's physiological functions and seemed to be centered around the "Why Not" rationale. "If it's not broke, don't fix it" mentality has been pervasive in this research regarding the full gender integration policy implementation and the historical military service and even recent discussions. This research highlighted inclusive and change requirements for the Army organization. While most other research has highlighted the detrimental and negative consequences and aspects that would preclude and substantiate gender exclusion actions, there are precedents and theoretical frameworks that buttress these non-integration discussions in addition to the U.S. military and historical integration results and efforts.

This study was conducted for practical applications also to provide analysis to active-duty military members and their DOD institutions with rich data on the ideas, goals, beliefs, views, and influences of active-duty women in the U.S. Army MI and cyber command career fields on serving in direct combat fields. Also, this research provides insights useful for civil-military, governmental DOD policymakers, and institutional planning and implementation of full inclusion and participation program and standard (opportunity) allowance. The MI and CC active-duty women interviewed for this research study embrace these new career opportunities, while not seeking to actively participate as individuals. But they support and recognize those who can meet the standards to be recruited, retained, and promoted; anything less will undermine their selfless service and military readiness.

Gender was not relevant for them in this determination, any more than race, religion, or sexual orientation. Military selfless service and performance is the only relevant criteria they promote. Military women may not receive full opportunity and rise to the highest levels of responsibility unless every member of the military services, female or male, can hold any position for which they are qualified. By opening all positions and military occupational specialties to women, DOD is becoming a true meritocracy where every individual can live up to their full potential.

The research was also a personal journey for me to understand more deeply the individual experiences of MI and CC active-duty woman perspectives on the full gender integration policy and the opportunities for them to serve in direct combat arms fields. This was important to me because as a current cyber command civilian member and a past MI Soldier, I continue to work and be an active participant in our DOD organization, and I want to be able relate and experience through their eyes this full integration journey.

This research was also conducted to reveal the impact of gender, culture, and institutional practices, structures, and beliefs on the lives of women who will in turn impact combat arms fields, gender-integrated options, male hegemonic dominance and societal roles, assignments, and stereotypes. When I joined the active-duty Army as an MI Soldier in 1986, women attended female only, basic training. This had many positives effects as our gender bound us and most of us had the same cultural, societal, and physical backgrounds. However, with the full gender integration changes, the opportunity to now reflect on how the training may have been better, what was missed for full inclusivity, and full access and acceptance as have been provided to be during this research study.

Lastly, this research goal was to further military service commitments and even professional attitudes to understanding and describing the function of gender equality and leadership and transformative change and inclusion principles. This is important to me because it has seemed so counterproductive and separatists for the services to exclude women who could fulfill any position needed and required for service to their country, simply based on anatomical or physiological considerations. I have never understood it and personally never had any desire to become a combat arms (infantry/ranger/special forces) member because not only did I think my MI field was a perfect fit for me, but I also never saw myself as truly having that physical stamina so required for those arduous work roles that I never would have requested them. However, the option to become a combat arms member, may have persuaded and motivated me to increase my physical stamina and apply my skills sets to that new occupation.

The Research Vision

MI and cyber command women are active participants with the current integration policies as one is considered a branch of direct combat arms. They are discussing, volunteering, working, and participating either as direct arms combat participants or bystanders, whether supporting or separating themselves from this integration effort. I expected these women to be fully supportive and engaged with emotional and positive actions. I did anticipate some of these women would volunteer to become members of the direct arms fields such as Rangers and Special Forces. I wanted to discuss with the women their views on volunteering and attending this training and what full unit assignment and integration options were available.

Direct combat arms men are actively involved in this integration effort either as instructors in the schools, team members, or leaders for the women volunteering, completing training, and being assigned to direct arms units. I expected to see some level of cultural and

gender hostility or even at least a tacit approval and support. Men in these combat arms fields may have difficult interaction moments and experiences as they transform, transition, or even begin to understand the change that is occurring for their gender-defining entity.

Direct combat arms institutional organizational leaders may require transformational and possible change mandates that would need to be articulated, understood, and supported. These leaders must enforce requirements for all participants while maintaining standards and creating an environment for men and women to succeed and be inclusive members and teammates based on the capabilities and standard adherence while maintaining organizational readiness. Egnell (2013) addressed the physical and mental standards utilized for training that provide the basis as measurable level for military combat arms service of effective combat performance. Noting the military as a traditional institution and its historical context of masculinity, Egnell (2013) presented the aspect that performance standards have not been revised since 2006 for recruitment purposes. I expected positive unit cohesion enforced and promotion of shared experiences. This would be critical for task cohesion with a strong command climate and transformative leadership approach. Physical structure changes would also be required such as dwellings and medical facilities to be able to accommodate men and women while maintaining operational and physical readiness standards. At the foundational level of what constitutes the majority and most significant career field and fighting force for the Army, direct arms, allowing women to be included may be dealt with avoidance, minimization, and cultural biases. This combat arms, male-only institution has also been a gender sorting and separate place, so integration not only affects structural facilities but also interpersonal and current cohesive units.

The Research Questions

According to Marshall and Rossman (2011), by linking the specific research questions to larger conceptual constructs or to important policy issues, the study can illuminate larger issues and does hold potential significance for that field. The grounded qualitative research method was identified here, as the methodology to best discover, explore, and conduct a qualitative inquiry on the perspectives and experiences of the full gender integration policy for women service members without any preconceived theories (Charmaz, 2006). This grounded research study emerged from four key research questions.

1. What have been the experiences and career histories of U.S. Army active-duty women in MI and cyber commands with the current gender integration policy and previous career opportunities?
2. How do women see and envision this policy working out for them and what are expectations of this full integration effort?
3. What are the structural constraints coming in and how might the U.S. Army active service military community reinforce, challenge, mediate, or even have gatekeepers to their inclusion participation in combat arms impact?
4. What are the factors, steps, or stages that are enabling and inhibiting the transition process for you to move from this combat support/direct combat into the new field of direct combat arms/careers?

Military Inclusion and Indoctrination

The initial viewpoint in this research study was perceived as an opportunity for U.S. Army active-duty MI and cyber command women to be full participants, while not large in numbers, in direct combat arms fields but a strong immediate proponent of this endeavor. This

promotion effort is not just a sisterhood or brotherhood but what I label a “Soldierhood in their Profession of Arms.” The idea of current and adaptive military inclusion is tantamount in one’s behavior and service and allows military members to feel that they are part of a team for the betterment of their nation.

Research conducted with historical integration efforts shows that at least 5 to 7 years have been the length of time to implement significant changes and they were permeated with errors and issues. President Truman’s Executive Order 9981, July 26, 1948 (Truman, 2016), established an important breakthrough in race relations within the military. In addition to integration of the armed forces, the order also established an advisory committee to examine the rules, practices, and procedures of the armed services and recommend ways to make desegregation a reality. Despite the issuing of the order, there was considerable resistance from the military (MacGregor, 1979). The full effects would not be felt until the end of the Korean War. The Army’s last segregated units were finally disbanded in 1954 (MacGregor, 1985; Truman, 1948/2017).

Research documented cultural and institutional combat arms policies that show a commitment to full gender integration. One can go back and review our national military services beginning with its activation as a defensive force during the Revolutionary War and consider that yes, women were servicing their nation but hidden from the average citizen’s knowledge and without full acceptance (Sheppard, 2007). Research showed that while most women identified with Soldierhood, this was based on the role models from their own experiences in predominately male, gender-integrated fields, and their identity is rooted in their profession, cultural and gender identity, their experiences in the U.S. Army, and their mentors and leaders (Military Leadership Diversity Commission, 2011).

Research additionally showed that a key issue was disparate promotion opportunities afforded to women in the services under the Ground Combat Exclusion Rule and its deleterious impact on women's accessions and career advancement. Employment discrimination against civilian women based solely on gender has been outlawed for decades in any other positions in government or the private sector, including law enforcement, firefighting, and other non-traditional career fields (DOD, 1994).

It may be in the interests of the direct arms combat institutions and men to resist all changes that may hazard or promulgate a diminishment of their power, status, and exclusivity as the premier American Soldier and global democratic enforcer. The Army seems to be focusing its full integration on individual performance and the individual's contribution as a member of a team. The Defense Advisory Committee on Women in the Services belief is that the U.S. Army's focus on individual performance standards is the best approach for determining a woman's eligibility to serve in all positions and career fields. This strengthens the overall readiness and combat effectiveness of the Armed Forces.

Primary research does state that if we want to assure the continuance of our nation, women must know how to defend themselves and their country (Skaine, 1999). It is not an option for Army men and women to only know the Army values, but they must truly inculcate them and share them. The work by both genders in the high-stakes arena in which they operate demands it. A set of core and shared values allows people in an organization to operate independently while still working towards the same goal (Skaine, 1999).

Cultural and Institutional Transformations

To date, DOD research has not really reviewed a scientifically validated study that proves gender-integrated units experience a negative impact on unit cohesion or morale. To the

contrary, throughout the past years of conducting focus groups across the country, the consensus is the opposite—women bring fresh perspectives, unique leadership skills, and relentless commitment to completing the mission. Women before 2016 were excluded from 34% of the Army's authorized positions. This exclusion rate of 34% based on any characteristic—race, sex, gender, sexual orientation, religion, or even non-protected classifications—was irrational and would be unacceptable elsewhere in American society.

But the military is considered by many a separate society, so this cultural and institutional shift will be transformational. Research conducted as ethnographic studies has historical significance and was reviewed to provide data for cultural and institutional service transformational practices. Also, racial integration and the 1970s women's integration in the military services expanded and illustrated the degree of acceptance and the durations that each program change and mandate took to implement, although it is not exactly like full direct combat integration for women.

Gender and Feminist Perspectives

Enloe (1983, 2000, 2010) wrote extensively on the militarized masculinity of western armies considered as a foundation for nation-state building and national identity reassurance. The interwoven connectedness of nation-state building, masculine initiation into the military body, the myth of the protector being male only to protect the innocent, and civilian victim of war provided a unique data analysis perspective during this grounded theory research study. According to Rustad's (1982) gender theory that feminists do not need to see every life choice as positive or beneficial but hold that while the military establishment remains a central institution for our society and government, those women and men who participate in it should have equal

roles. This gender equality theory is the fundamental core for not having society and governmental policies that require a choice and allow full gender integration.

Active-duty women and their identity as Soldiers, women, and mothers can impact their participation and full integration in these direct combat arms fields. According to the literature of Hallenbeck (1991), attempts to promote salient U.S. interests will always lead to a commitment of forces emphasizing that power and diplomacy are not dichotomous or alternates, but power is embodied for both gender and goes together. When men and women are finally and completely combined as the strongest committed U.S. force, there needs to be a reasonable assurance that both genders will have the support of the American people and Congress.

Women in the Workplace

According to Lambert (2005), most theories of gender and the workplace are from the perspectives that males are allowed independence while females are penalized for independence. This premise creates an obstacle-laden field for women today in navigating any profession, but in the male-dominated military, it creates even more hindrances for women. One of the biggest factors affecting military women is the work-life balance. For women, the natural act of becoming pregnant and bearing a child is the primary element that ends female career goals and aspirations (Miller, 2011). Motherhood in the direct arms fields just as in the civilian sector can lead to occupational segregation or exclusion between the genders. Having it all, may not mean all at the same time with all the same primacy but being physically incapable during pregnancy or motherhood to commit to the direct arms physical, emotional, or institutional requirements that may negatively impact a woman's military career service.

Research suggested that gender stereotypes hinder females' professional growth, and it is important to determine and explore how these gender stereotypes lead to gender bias, workplace

minimizations, and organizational culture (Heilman, 2001). Gender differences such as communication, interpersonal skills, and conflict management also impact greatly how women are perceived and navigate their professional careers. There is a significant amount of research conducted on gender communication differences, most notably by Robin Lakoff, John Gray, Deborah Tannen, Marian Woodall, and Mary Bucholtz.

Methodology

This constructivist grounded theory research was an emergent interpretation of the meanings and experiences of active-duty women in the MI and cyber command fields with personal goals, professional goals, and current occupational duties with full integration in direct arms for DOD is still evolving. This research was conducted through an interactive process in which the researcher and participants constructed a shared reality. Charmaz (2003) suggested that rather than look for one main concern, grounded theorists should seek to construct a “picture that draws from, reassembles, and renders subjects’ lives” (p. 270). Currently, there is little research and current awareness into how current active these duty women view this full career and service opportunity and what the effects will be on them personally, professionally, and motivationally, as women and as Soldiers. There were two key phases conducted during this research and they were data gathering and analysis.

Data Gathering

- Qualitative individual interviews with each of the selected participants.
- Focused analysis and group collectivism after transcribing, compiling, and reviewing data.

- Comparative analysis on historical records and recent reports on women who participated in direct combat arms and work role, including other countries such as Canada and Great Britain.
- Field notes on observations of situations and recommended by Fort Hood as a new site for female combat arms assignments.
- Artifacts/sketches of how women see and perceive themselves and what use is reflective practice to a development professional.
- Reflective practice techniques with women MI and cyber command personnel and possibly men to help understand their own intentions, values and visions, and support to DOD in this challenging policy implementation.
- Reflective practice as a particularly powerful tool for organizational learning and in monitoring and evaluation. It can also be used for addressing issues of position, conflict, resistance, and power relationships, which are often present in development but seldom dealt with directly.

Analysis

Rather than viewing only the product of what these active-duty women in MI and cyber command expect and perceive as an impact to their service but what themes emerge and are revealed by their experiences and perspectives can be truly beneficial for not only women contemplating this profession but as to how DOD does not repeat past integration efforts on a 4- to 8-year timeframe. This study consisted of extensive research review on access and acceptance measures and competencies. These competencies involved military inclusion and indoctrination, cultural and institutional transformations, gender and feminist perspectives, and women in the workplace.

Researcher Lens

The key in dealing with the relativity and personal or preconceived notions was my understanding and addressing that I support these women's career opportunities as a former 20-year active-duty Soldier. While my experiences were limited to combat support or combat service support fields, I have not participated in these direct arms career opportunities even if I would have been afforded the opportunity either 35 years ago or even today. My own personal perspective is even at my peak physical, professional, and leadership levels, I could have not met the combat arms standards and requirements to serve in those career fields. For me, it would simply be about having the physical ability to do this demanding career successfully and equally. With the recent implementation of the full integration of women policy for all its military services, I have been reviewing my experiences and perspectives on this policy. Several things that immediately come to mind were my enlistment and 20-year service gender limits and experiences. When I joined in 1986, women attended segregated, female-only basic training.

The positives were that our gender bound us and most of us had the same societal, physical, and academic backgrounds. It was not until I attended the Defense Language Institute, in Monterey, California, and I had a male first sergeant who stated to me that women had no business being in the Army in the same career fields as men that I realized my gender made a difference to some about my profession of arms, military service, and soldiering ability. I was shocked by this statement but appreciated his honesty and especially considering his additional comment as to why he was retiring was because of the inclusion and addition of women in many fields in the Army was nothing but a distraction and detriment to missions.

The Defense Language Institute was not so much physically demanding as mentally and required great discipline in academics and education, time management, and teamwork that was

not simply based on my gender but who I was as an adult and person. My first 4 years in the Army were in a field truly gender-blended, but when I attended a military leadership school in 1990 and my class alone had 18 men (10 at least combat arms) and only two women that I experienced a gender difference. It was not that my gender hindered me; it was simply the combat arms service members had never worked with women (I had never worked with combat arms), and it was simply new and different. Our collaboration and teamwork were incredible and truly a positive experience that I did not really think twice about my service or theirs. My next assignment was a true tactical, fighting force military organization that required weeks and months conducting military field exercises, deployments, and so forth.

My tactical army assignment enabled me to achieve almost the same leadership skills, physical fitness levels, and career opportunities as the males in combat arms, but at no time did I ever think I was limited in my service options. As a linguist, I knew that my skills were difficult to obtain and sustain and that while I was a Soldier first (the profession of arms), my intelligence career field (job) was the mission that I took and was given the opportunity and mandate to fulfill. Several times throughout my career, I attempted to perform common, critical positions for career growth as an Army enlisted member: Drill Sergeant and Recruiter. But due to the criticality of MI needs and then my level of rank, I was not afforded this opportunity. It had nothing to do with my gender but my career field and rank. Even though I retired over 15 years ago, primary requirements and service needs are still paramount. It was always about being capable of doing the job and leading. Capability had inherent physical and psychological components, but most of it was my ethic, work, practice, mentorship, leadership, and education for my meaning.

It has just seemed so counterproductive for the services to exclude women who can fulfill any position needed and required for service to their country simply based on anatomical considerations. I never understood it and personally never had any desire to become a combat arms (Infantry/Ranger/Special Forces) member because not only did I think my MI field was a perfect fit for me, but I also never saw myself as truly having that physical stamina so required for those arduous work roles that I never would have requested them. Notwithstanding, the option to become a combat arms member could have persuaded and motivated me to increase my physical stamina and apply my skills sets to that new occupation.

Literature Review

The purpose of this literature review was to provide a historical examination and past transformative integration policies for the U.S. military forces. Our past can shape today and tomorrow but does not make either one entirely expectable. This is so true in relationship to the DOD integration and full access policy. This statement created an awakening moment for me based on my research. The current DOD combat arms integration for women needed to be researched and studied in connection with our past transformative measures. There have been three critical transformative integration efforts for DOD during the last century: (a) the racial (Negro) integration in 1946–1954, (b) women but in limited career fields full-service integration from 1972–1978, and (c) sexual orientation, Don't Ask, Don't Tell, Don't Pursue policy from 1993–2011. Under Don't Ask, Don't Tell terms, military personnel would not be asked about their sexual orientation and would not be discharged simply for being gay. In the fall of 1993, Congress voted to codify most aspects of the ban. I used these three historical DOD transformative policies to provide a background of change and a comparison and contrast with information and research today about the complete integration of women in direct combat arms. These previous transformative programs linked the fundamental tenets of grounded theory that included (a) minimizing preconceived ideas about the research problem and the data, (b) using simultaneous data collection and analysis to inform each other, (c) remaining open to varied explanations and/or understandings of the data, and (d) focusing data analysis to construct middle-range theories.

U.S. Military Racial Integration

The armed services not only challenged the racial injustices that permeated throughout America in the early 20th century, but they understood and redefined what it means to serve this

country and the ideals and principles for which the U.S. Soldier stands and exemplifies. It was so easy to demonstrate the connection between inefficiency and discrimination that even when other reasons existed, military efficiency was the one most often evoked by defense officials to justify a change in racial policy (MacGregor, 1985).

Prior to World War II

Blacks were restricted by the War Department policy to service in only the Army and Navy prior to World War II. Participation in other branches of military service was strictly prohibited (MacGregor, 1985). Black servicemen were further marginalized within those branches of service to menial labor or domestic roles. There were no Black combat troops, as combat training for Blacks was also prohibited. There were only five Black military officers in the period between the World Wars (MacGregor, 1985). Three were Army chaplains and two were ROTC instructors. White officers from the racially segregated South were routinely assigned to Black units based on the claim that they were more qualified to keep Blacks in line, having more experience in maintaining racial segregation (MacGregor, 1985).

Military Racial Integration Timeline

The following information has been summarized and quoted from MacGregor's (1985) book, *Integration of the Armed Forces, 1940-1965*.

1945. The United States declared victory over Japan on August 15, effectively ending World War II in which more than 900,000 Blacks served. In October, Army Lt. Gen. Alvan C. Gillem Jr. was appointed to study the Army's race policies and prepared a directive for the post-war Black Soldiers. In November, the Gillem Board made 18 recommendations to improve the Army's employment and treatment of Black Soldiers.

1946. The Army and Navy adopted policies of integration and equal rights for Black service members, though the policies were not widely implemented or enforced. War Secretary Robert P. Patterson directed military-wide acceptance of the new policies in April 1946. But as services continued to challenge integration, Patterson suspended Black enlistments in the regular Army in July. However, across the U.S. racial turmoil was erupting and prompted President Harry S. Truman in September to establish a civil rights committee to investigate racial violence—a decision that became the catalyst for widespread military integration over the next decade.

1947. Policies and practices within the services led to a significant decline in Black enlistment and retention. Meanwhile, there was progress in targeted areas. Lt. Gen. Clarence Huebner developed a program that trained thousands of Black Soldiers serving in Europe. The Army Air Force closed its last segregated officer training program at Tuskegee Airfield, Alabama, to begin integrated classes. And civil rights leader A. Philip Randolph formed the Committee Against Jim Crow in the Military. In October, the President’s Committee on Civil Rights recommended sweeping reforms that included using the military “as an instrument of social change” (para. 3) by ending segregation of the services.

1948. In February, Truman referred the recommendations of the civil rights committee to Congress. In April, Defense Secretary Forrestal told Black leaders that while he agreed with their quick goals for integration, his gradual approach was best. In May, Lt. John E. Rudder became the first Black to receive a regular commission in the Marine Corps. In June, Congress passed the Selective Service Act, but refused to act on segregation. President Harry S. Truman signed the bill and, following a racially charged Democratic National Convention that nominated him for a second term as president, signed Executive Order 9981 on July 26. This Executive Order 9981,

declared “that there shall be equality of treatment and opportunity for all persons in the armed services without regard to race, color, religion or national origin” (para. 3). In short, it was an end to racial segregation in the military, a political act unmatched since the days of Reconstruction after the Civil War. This act has been described as the pinnacle of the Truman civil rights program and the climax of the struggle for racial equality in the armed forces. But in some ways, the order was simply a practical response to a presidential dilemma (Feng, 2015). The order was largely ignored by the military services for months.

1949. In February, the DOD’s new Personnel Policy Board drafted policies—which were not approved—to abolish all racial quotas, establish uniform draft standards, and fully integrate the services by July 1, 1950. In March, the Fahy Committee (1950), which Truman appointed to implement integration, stated its goal was to convince service leaders of the merits of integration, rather than to impose it on them. In April, newly appointed Defense Secretary Louis Johnson issued a policy affirming Truman’s integration order. Under increasing pressure from Johnson, the Air Force issued a “Bill of Rights” for Black airmen, and the Navy proposed a recruiting program to enlist Black sailors. By September, postwar downsizing led the Marine Corps to eliminate its segregated training platoons and various on-post facilities.

1950. In January, the Army dropped its longstanding defense of discriminatory practices by publishing a list of job vacancies that, for the first time, were to be filled without regard to race. Still, the Air Force led in implementing integration by changing from 106 Black units and 167 integrated units to 89 Black units and 350 integrated units in a month. Forced by the necessities of war, the 1st Provisional Marine Brigade was assigned several Blacks during the fighting on the Pusan Perimeter, marking the first-time Black servicemen were integrated as individuals in significant numbers in combat.

1951. Although support for segregation was still widespread in the Army, the service's nine training divisions were integrated by March and Black recruitment and retention was as much as 60% over authorization. Fort Ord in Monterey, California, was the Army's first integrated training division; Fort Dix, New Jersey and Fort Knox, Kentucky, were the last. Unlike in World War II, Blacks were serving in combat at equal rates as Whites in the Marine Corps, where at least half of Black Marines in combat served in integrated units, earning much respect and commendation for fighting in Korea.

1952. In February, Blacks for the first time became a minority in the Navy's Stewards' Branch, which was created after World War II to segregate Black sailors. In April, the Army European Command's integration program began quietly, without publicity or incidents. By September, the Air Force had left only one segregated unit.

1953. Because of the Korean War, the number of Black Marines grew from 1,525 in May 1949 to 17,000. The high competence of Black Marines fighting in Korea and the general absence of racial tension during their integration destroyed long-accepted beliefs against integration.

1954. The Army completed integration in November with the deactivation of the last Black unit in the command, the 94th Engineer Battalion. The Secretary of Defense announced that the last racially segregated unit in the armed forces of the United States had been abolished.

U.S. Military Homosexual (Gay Male and Lesbian Female) Integration

Historically, the military did not officially exclude or discharge gay males or lesbian females from its ranks, although sodomy (usually defined as anal and sometimes oral sex between men) was considered a criminal offense as early as Revolutionary War times (Bérubé, 1990). Throughout U.S. history, campaigns have purged military units of persons suspected of

engaging in homosexual, gay male and female lesbian acts. As the United States prepared for World War II, psychiatric screening became a part of the induction process and psychiatry's view of homosexuality as an indicator of psychopathology was introduced into the military (Bérubé, 1990). Instead of retaining its previous focus on gay males or lesbian behavior, which was classified as a criminal offense, the military shifted to eliminating homosexual persons, based on a medical rationale (Bérubé, 1990). In 1942, revised army mobilization regulations included for the first time a paragraph defining both the gay males and "normal" person and clarifying procedures for rejecting gay male draftees. Gay male or lesbian female Americans could serve, however, when personnel shortages necessitated it (Bérubé, 1990). As expansion of the war effort required that all available personnel be utilized, screening procedures were loosened, and many gay males and lesbian females enlisted and served. This shift was temporary. As the need for recruits diminished near the war's end, anti-homosexual policies were enforced with increasing vigilance, and many gay males or lesbian females were discharged involuntarily (Bérubé, 1990). Throughout the 1950s and 1960s, acknowledging a sexual orientation barred an individual from military service (Bérubé, 1990).

In the 1970s, however, a new movement emerged in the United States that pressed for civil rights for homosexual, gay men, and lesbian women (Bérubé, 1990). The military policy was one target of this movement, dramatized by the legal challenge to the policy mounted by Leonard Matlovich (Bérubé, 1990). Similar challenges continued throughout the 1970s. Although largely unsuccessful, they highlighted the wide latitude of discretion allowed to commanders in implementing existing policy, which resulted in considerable variation in the rigor with which the policy was enforced (Bérubé, 1990).

In 1981, the DOD formulated a new policy that stated unequivocally that gay males' or lesbian females' sexual orientation was incompatible with military service (DOD, 1982). According to a report by the U.S. General Accounting Office (1992a, 1992b), nearly 17,000 men and women were discharged under the category of sexual orientation (homosexuality) in the 1980s. The Navy was disproportionately represented, accounting for 51% of the discharges even though it comprised only 27% of the active force during this time (Bérubé, 1990). White women were discharged at a rate disproportionate to their representation. Overall, White females represented 6.4% of personnel, but only 20.2% of those were discharged for female lesbian behaviors (Bérubé, 1990).

By the end of the 1980s, reversing the military's policy was emerging as a priority for advocates of gay and lesbian civil rights. In 1992, legislation to overturn the ban was introduced in the U.S. Congress. By the beginning of 1993, it appeared that the military's ban on gay male and lesbian female personnel would soon be overturned. Shortly after his inauguration, President Clinton (1993) asked the Secretary of Defense to prepare a draft policy to end discrimination based on sexual orientation, and he proposed to use the interim period to resolve "the real, practical problems that would be involved" (para. 1) in implementing a new policy. Clinton's proposal, however, was greeted with intense opposition from the Joint Chiefs of Staff, members of Congress, the political opposition, and a considerable segment of the U.S. public.

After lengthy public debate and congressional hearings, the President and Senator Sam Nunn (D-GA), chair of the Senate Armed Services Committee, reached a compromise that they labeled Don't Ask, Don't Tell, Don't Pursue. Under its terms, military personnel would not be asked about their sexual orientation and would not be discharged simply for being a gay male or a lesbian female. Engaging in sexual conduct with a member of the same sex, however, would

still constitute grounds for discharge. In the fall of 1993, Congress voted to codify most aspects of the ban. Meanwhile, the civilian courts issued contradictory opinions, with some upholding the policy's constitutionality and others ordering the reinstatement of openly gay male and lesbian female military personnel who were involuntarily discharged. Higher courts, however, consistently upheld the policy, making review of the policy by the U.S. Supreme Court unlikely.

The policy remained in effect until 2011, although the Servicemembers Legal Defense Network and other organizations monitoring its implementation repeatedly pointed out its failures. Discharges increased under the policy, and harassment of gay male and lesbian female personnel appeared to intensify in many locales. In 2015, Secretary of Defense Ash Carter announced that the Military Equal Opportunity policy has been modified to include gay male and lesbian female service members. In 2016, the Senate confirmed Eric Fanning as Secretary of the Army, making him the first openly gay secretary of a U.S. military branch.

U.S. Military Women Integration

One can go back and review our national military services beginning with its activation as a defensive force during the Revolutionary War and consider that women were servicing their nation but hidden from the average citizen's knowledge and without full acceptance (Sheppard, 2007). However, for most of the U.S. military years, women have not served as full integrated and included members in their service to the nation and profession of arms.

U.S. Women in the World Wars

During World War I, the U.S. Navy and Marine Corps allowed women to enlist and more than 12,000 enlisted and about 400 died during the war (Wood, 2017). In World War II, a total of 350,000 women served in the U.S. military. More than 60,000 women served as Army nurses and over 14,000 served as Navy nurses. Even though they were far from combat, 67 Army

nurses were captured in the Philippines by the Japanese in 1942. They were held as POWs for almost 3 years (Wood, 2017). In 1942, the Army created the Women's Army Auxiliary Corps; a year later, it became the Women's Army Corps, in which more than 150,000 women served. For the rest of the War, Women's Army Corps were present in England, France, Australia, New Guinea, and the Philippines (Wood, 2017).

During World War II, the Navy, Marines, and Coast Guard also established reserves for women. The Navy began Women Accepted for Volunteer Emergency Service in 1942 (Wood, 2017). More than 84,000 Women Accepted for Volunteer Emergency Service worked in administrative, medical, and communication jobs. The Coast Guard set up a women's reserve, in 1942, called Semper Paratus/Always Ready. A year later, the Marine Corps Women's Reserve began. Most Marine women served stateside and by the end of the war, 85% of the personnel at the U.S. Marine Corps Headquarters were women (Wood, 2017). These reserves were created so that more men could go fight overseas (Wood, 2017).

In December 1942, U.S. Army Gen. George Marshall ordered an experiment to determine what Anti-Aircraft Artillery duties could be handled by women. This experiment remained secret because of the highly classified equipment that was used and because the Army feared the negative publicity that might ensue when the nation discovered that the Anti-Aircraft Artillery field included women. The results of this experiment showed the superiority of women in all functions involving delicacy of manual dexterity, such as operation of the director, height finder, radar, and searchlight control systems (Jones, 1997). This experiment, done almost 70 years ago, seemed to emphasize the core diversity aspect strongly indicative to any successful organization—ability not gender should be addressed (Robbins & Judge, 2011).

The opponents of women in combat focused on biologically deterministic arguments, most notably they pointed to women's comparatively lesser upper body strength but did not assess that upper body strength could be developed and equipment redesigned to combat this biological factor (Hicks-Stiehm, 1996). Women have served as nurses for and in the military of the United States since colonial days and their lack of upper body strength never hindered the care and treatment of the wounded, and if anything, because of their skills and commitment to be medical "warriors" of the 77,788 wounded men during Korea, only 1,957 died. This is thanks in part to Mobile Army Surgical Hospitals (MASH) and air evacuations that women nurses were assigned to both detachments (Hicks-Stiehm, 1996).

According to Morgenthau, "power is the control of man over man" (Nahavandi, 2009, p. 143). Power does not have to be sheer physical might and can be viewed today as power is the control of people over people. Also, in 1943, the Air Force created Women Air Force Service Pilots (WASP). WASPs were civilians who flew stateside while male pilots served overseas. American aviator Jacqueline Cochran was instrumental in the creation of WASP. She wrote letters to various military leaders, suggesting that women pilots fly non-combat missions. She became the WASP director. In addition to these reserves, almost 3 million women worked to support the war effort at various factory, office, and aviation jobs in the United States. During this time, Rosie the Riveter became a cultural icon, representing all the American women who worked for the war effort on the home front.

Women's Role in War Changes in Late 20th Century

Women continued to break new ground in the U.S. military after World War II. Part of the reason for this was necessity (Wood, 2017). The way wars were fought changed over the 20th century. Due to modern weapons of warfare, such as scud missiles and roadside bombs,

front lines were blurred, and every Soldier was at risk. Over 40,000 women served in the 1991 Gulf War and engaged with enemy forces on an unprecedented level (Wood, 2017). On September 5, 1990, the U.S.S. Acadia left San Diego for the Persian Gulf. Of the 1,260 on board, 360 were women. It was the first time American men and women shipped out together in wartime conditions (Wood, 2017). The 1991 Gulf War was also the first war where women served with men in integrated units within a warzone (Wood, 2017). However, women in the military suffered a setback in 1994 when Defense Secretary Les Aspin implemented an exclusionary rule that prohibited women from serving in units “whose primary mission is to engage in direct ground combat” (Wood, 2017, para. 9). Despite the 1994 rule, women continued to play more active roles in the wars in Iraq and Afghanistan.

Women in the U.S. Military Today

Various commissions and others have reviewed the issue of women in the military, in general, and women in combat units, at times at the direction of Congress. For example, the FY2009 Duncan Hunter National Defense Authorization Act contained language establishing the Military Leadership Diversity Commission (2011); among its duties, the Commission was to conduct a study and report on the establishment and maintenance of fair promotion and command opportunities for ethnic- and gender-specific members of the Armed Forces at the O-5 (Lieutenant Colonel for Army, Marine Corps and Air Force, and Commander for Navy and Coast Guard) grade level and above (p. 119). Among its recommendations, the Commission stated that DOD should take deliberate steps to open additional career fields and units involved in direct ground combat to women (Burelli, 2013).

The Ike Skelton National Defense Act for Fiscal Year 2011 directed DOD to conduct a review to “ensure that female members have equitable opportunities to compete and excel in the

Armed Forces” (p. 84). With the repeal of the ban on women serving in combat units, some had questioned whether current standards should be kept in place, reviewed, or modified, etc. Many women’s rights supporters contended that the former exclusionary policy, or standards that, de facto, acted in an exclusionary manner, prevented women from gaining leadership positions, and viewed expanding the roles of women as a matter of civil rights (Burelli, 2013). Critics viewed such changes as potentially damaging to military readiness (Selenich, 2012). As of 2015, women made up about 15% of the U.S. military. More than 165,000 women were enlisted and active in the armed services with over 35,000 additional women serving as officers. In February 2012, after a yearlong review, the Pentagon announced women would be permanently assigned to combat arms battalions. In these ground units, women would be assigned to such critical jobs as radio operators, medics, and tank mechanics. However, many women had already served in those jobs, in temporary status, due to demand in Iraq and Afghanistan. The Pentagon’s new ruling only made these job assignments official and still upheld the ban on women serving in combat tank units, Special Operations commando units, and the infantry. Regarding the policy shift in 2012, Bhagwati (2017), Service Women’s Action Network director, urged, “it’s time military leadership establish the same level playing field to qualified women to enter the infantry, special forces, and other all-male units” (para. 12).

Over the last few years, women had become more involved in combat operations. Since September 2001 (to February 28, 2013), 299,548 female service members had been deployed for contingency operations in Iraq and Afghanistan (Burelli, 2013). In approximately 12 years of combat operations in Iraq and Afghanistan, over 800 women had been wounded and over 130 had died (Burelli, 2013). According to the DOD, as of February 29, 2013, 16,407 female

members were currently deployed in contingency operation. Women had been recognized for their heroism, two earning Silver Star medals (Burelli, 2013).

That playing field was leveled in January 2013, when Defense Secretary Leon Panetta announced that the ban on women serving in combat roles would be lifted. In a January 9 letter to Panetta urging the change Joint Chiefs of Staff Chairman Gen. Martin Dempsey (2013) said, “the time has come to rescind the direct combat exclusion rule for women and to eliminate all unnecessary gender-based barriers to service” (para. 1). The move reversed the 1994 rule that prohibited women from serving in combat. The change was gradual; some positions were available to women immediately, but each branch of the military had until 2016 to request exceptions to the new rule (Wood, 2017). In fact, the first female Soldiers to complete the grueling Army Ranger School were not allowed to serve with the 75th Ranger Regiment because it had not yet lifted its ban on female Soldiers.

On December 3, 2015, the Pentagon announces that all combat jobs would be open to women. In a press conference, Defense Secretary Ash Carter said that “there will be no exceptions” (para. 3) to the new rule (Lamothe, 2015). The historic announcement overrides the 1994 rule made by the Pentagon that restricted women from combat roles such as infantry, artillery, and armor. That 1994 rule had remained in place even though women were often in combat during the conflicts in Iraq and Afghanistan in recent years (Wood, 2017).

In February 2016, the Army revealed a plan to fully integrate women into all MOSs, combat units. Acting Army Secretary Patrick Murphy and Army Chief of Staff Gen. Mark A. Miley told lawmakers the Army is opening the door to every job a Soldier can hold regardless of gender. “This is the right decision for Army,” said Murphy, testifying before the Senate Armed Forces committee.

The personal courage and selfless services made by women in our Army is no different in that exhibited by men; we owe them the respect and honor to offer them the opportunity to succeed anywhere in our Army based upon only the merits of their performance. (Leipold, 2016, para. 2)

Murphy said that after several years of extensive research, collaboration, and practical evaluation, the service came to three primary conclusions: (a) that women are capable of performing every job in the Army; (b) that the maintenance of high standards, performance, and unprofessional conduct we based solely upon what the position requires and nothing else; and (c) performance and professional conduct will be based solely upon what the position requires and nothing else and that leadership is critical to this integration (Leipold, 2016).

Murphy added that full integration will likely take several years as the Army adjusted both the culture and the growing individual skills within the force. He stated for the record,

I fully support opening military occupational specialty specialties in the United States Army to all Soldiers regardless of gender. My Lisette and I believe full integration of women in our career fields will either maintain, sustain, or improve the overall readiness, and our capability of the force if and only if we maintain and enforce rigorous combat readiness standards and we maintain a merit-based results-oriented organization, and we apply no quotas and no pressure. We will not impose quotas on ourselves. (Leipold, 2016, para. 5)

Miley (Leipold, 2016) said that once approved by Defense Secretary Ash Carter, the Army would execute what he called a very deliberate methodical and transparent process to include developed and published measurable gender-neutral standards based on combat ready for readiness requirements.

“I estimate that effective female integration into the infantry, armor, and Special Forces will require no less than 1 to 3 years for it to flip deliberate effort in order to develop the individual skills and grow our leaders,” Miley added (Leipold, 2016, para. 5). The Army is currently in the process of ensuring our facilities comply with law and DOD directives for access and gender-neutral living standards at both our basic and individual training facilities.

According to the DOD (2015) Memorandum:

In past gender integration efforts, the services have sought to assign senior female officers and noncommissioned officers to units prior to the assignment of more junior enlisted men and attempted to avoid assigning only one woman to a unit. Developing appropriate assignment policies may be more challenging as the number of women qualifying for combat roles may initially be very small as a percentage of the total force. For example, in the Marine Corps, where women account for only 7.7% of the total force, an infantry squad might consist of only one or two women out of twelve Marines, while other squads might have no women at all assigned. (para. 1)

An examination and review of applicable literature described the past and current state of information on the role of women in combat and the changes required for full integration. When people talk about integrating women into all DOD military career fields, they seem to address arguments for or against primarily in the main areas of physical, psychological, or emotional differences, social conventions, and economics considerations. What emerged in this literature review process was that key elements such as self-efficacy, outcome expectations, and personal goal settings that are critical components for an organization's behavioral changes and had not thoroughly been intertwined with these arguments as much as they needed to provide actionable information that this DOD organizational transformation effort allow women in all military occupations. U.S. Army trainers will soon lead an effort to create gender-neutral physical standards for all Soldiers as part of a plan to allow women to serve in infantry, Special Forces, and other combat arms jobs.

The Training and Doctrine Command (TRADOC, 2015) launched two major efforts in support of this full integration of women Soldiers. TRADOC has started a scientific review working with U.S. Army Medical Command, U.S. Army Research Institute for Environmental Medicine, and Army Research Institute to assist in the development of gender-neutral physical standards for all Areas of Concentration for commissioned officers and military occupational specialties for enlisted Soldiers (Selenich, 2012). In addition, the TRADOC Analysis Center has

been examining the institutional and cultural barriers related to integrating women Soldiers into previously all-male specialties and units to develop strategies to overcome these barriers.

Methodology

The purpose of this study was to explore and understand how current active-duty Army women in MI and CC fields perceive what the full gender integration decision means to them for their professional and leadership opportunities and the resultant service occupation benefits and personal challenges that can be associated with these opportunities. A vital part of this full integration policy effort requires an emergent explanation and understanding of active-duty female viewpoints and experiences about integration, acceptance, gender-neutral standards, service opportunities, and combat arms careers.

Additionally, an understanding was needed for what their participation does mean for their career and service opportunities and the resultant professional and personal effects that can be associated with these opportunities. This section presents the methodological approach to this study. The participants' selection is discussed as the instrumentation for coding, concepts, categories, and ultimately a theoretical framework. In addition, the procedures for recruitment, participation, and data collection procedures are discussed. Lastly, a comprehensive data analysis plan is presented about the research questions, coding strategy, analysis software, and treatment of discrepant cases.

Research Design

The research design used for this study was a constructivist grounded theory that was focused on exploring and examining perspectives of 13 U.S. active-duty women in the MI and CC fields as participants and generating new theories on full-gender integration for organizations. According to Marshall and Rossman (2011), by linking the specific research questions to larger theoretical constructs or to important policy issues, the study illuminated larger issues and did hold potential significance for that field. The use of a constructivist

grounded theory fostered exploring emergent critical inquiries and theories on how MI and CC field women perceive and understand the U.S. full-gender integration effort, process, and practice (Charmaz, 2017).

I collected and conducted semi-structured interviews with purposefully selected participants. The 13 participants were selected based on their female gender and professions in MI and CC, which I have been an active member of both as a Soldier and then as a federal employee. The recruitment of these women was done via e-mails and followed up with appointment times selected by the participants. This recruitment process ensured all CC and MI career field women assigned to the organization where I worked were selected and ultimately agreed to participate in this research study. Additionally, an interview guide/questionnaire (Appendix B) was created for further exploring responses to 17 unique questions addressing female registration requirements. This questionnaire allowed me to be more open to the emerging patterns from these data and avoid the risk of steering participants down specific responses or perspective theories too early in the research process, thereby forcing these data to be revealed and emerge. Also, this questionnaire provided an increased reliability and validity aspect to this constructivist grounded research.

Qualitative Data Analysis

A constructivist grounded theory qualitative research method was used for this study because I sought to investigate the personal experiences and process of meaning-making with the Army and DOD full integration policy for each participant. This study explored the unique and unknown perceptions on the Army's full gender integration implementation of a group of active-duty women within two MI and CC fields, thus the constructivist grounded theory study approach to this qualitative research was the selected method because of its foundations in

relativism and an appreciation of the multiple truths and realities of subjectivism. Undertaking a constructivist enquiry requires the adoption of a position of mutuality between researcher and participant in the research process and necessitates a rethinking of the grounded theorist's traditional role of objective observer. Important considerations for constructivist grounded theorists to understand when designing their research studies are discussed in relation to developing a partnership with participants (Mills et al., 2006). "These relationships enable a mutual construction of meaning during interviews and a meaningful reconstruction of their stories into a grounded theory model" (Mills et al., 2006, p. 1). The findings in this study were analyzed and built for "inductive description and comparative and interactive method" (Charmaz, 2008b, p. 155). What this means is this is an analytical and thought process method where one's experiences and observations, including what is learned from others, are synthesized to come up with a general truth (Rainbolt & Dwyer, 2014). Many dictionaries define inductive reasoning as the derivation of general principles from specific observations (arguing from specific to general), although there are many inductive arguments that do not have that form.

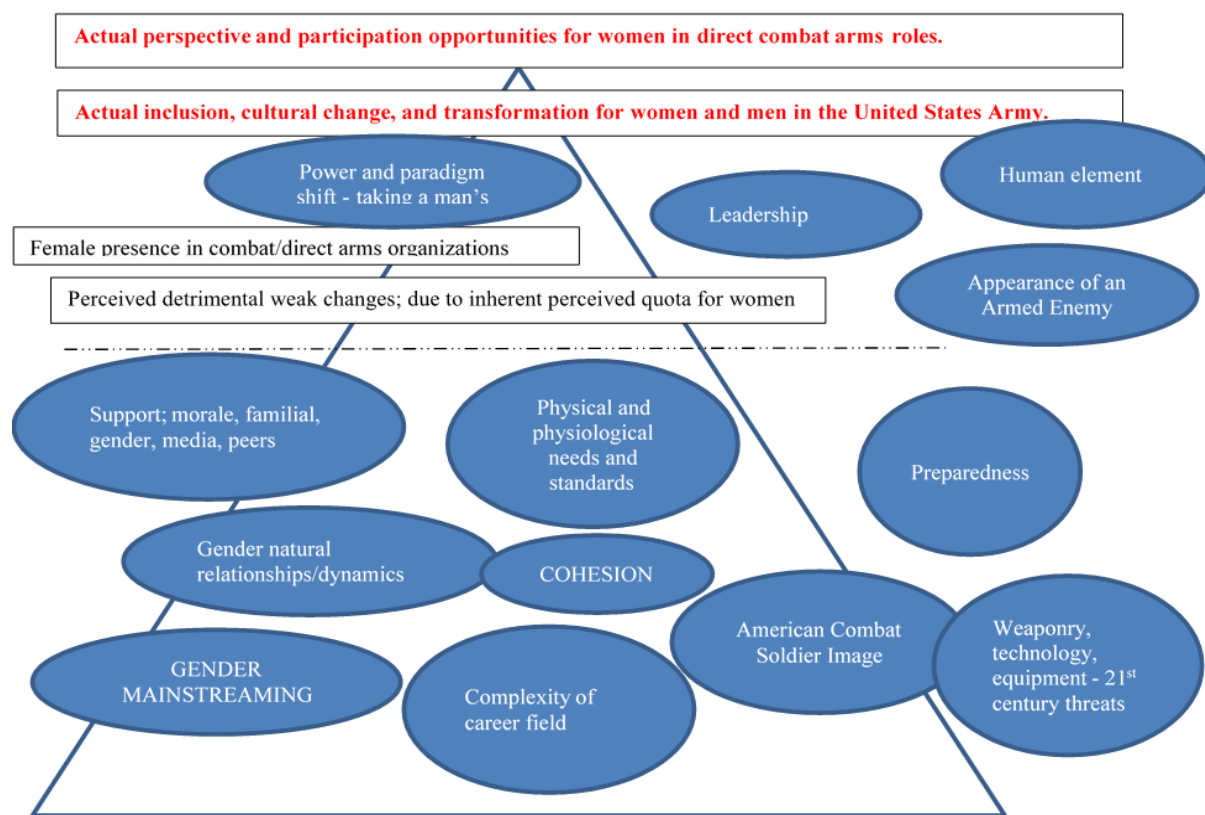
Grounded theory methods are particularly useful when exploring why questions with the analysis to specify the conditions under which these events occur and are related (Charmaz, 2014). Because I explored the full gender integration process and the interviewee perspectives on what this means to them, grounded theory methodology was most applicable for data collection and analysis. Specifically, constructivist grounded theory methodology was used to develop new understandings and yet acknowledge the researcher's involvement in the theoretical framework interpretation of the data.

According to Charmaz (2016), the researcher's involvement is supported by taking a methodological self-conscious approach in reviewing and analyzing the data and providing a

nascent analysis while then proceeding and exploring their research. This definition of constructivist grounded theory was the foundation that broadened my approach and application to this research and would lead to an emergent theoretical framework during this qualitative research study (Charmaz, 2016). This method allowed me to draw on my assumptions during research and analysis about the time and actions concerning it, in addition to being able to map change over time at micro, meso, and macro levels of analysis (Charmaz, 2016). The iceberg analytical model in Figure 1 is an example of this mapping change.

Figure 1

Iceberg Problem-Solving Model and Analysis



Selective and yet purposeful sampling was used to collect data with interviews from 13 participants. The interviews were audiotaped and transcribed by me, then initially coded for social and social psychological processes with an emphasis on key action words with the use of gerunds. I did selective coding after analyzing and identifying original quotes and similar or relational codes. Similar concepts were then grouped and analyzed to create broader categories and emergent themes. These emergent themes were then analyzed and compared in greater detail with historical military integration efforts and recent full gender integration results. Memo-writing, note taking, and reviews were conducted and written while moving through the various phases of data collection and analysis. Diagramming and clustering functions were also used to make connections among codes and categories and then proceeding into the theoretical framework maturation stage.

When I examined the research data using the iceberg analysis, the first two areas that emerged to me were the need to be expanded upon, which became self-evident.

1. What were the actual perspectives and experiences for these active-duty Army MI and CC command duty assigned women in today's full gender integration service?
2. What inclusion, culture change, and transformation for these women in relationship to their own professional growth, personal needs, physical abilities, and position preferences were addressed?

These two top layers of the icebergs were the most relevant and visible to me because even with policy implementation, activation, and adherence by all of DOD, if the women's points of view as to the "if, how, and why" they will participate in these combat arms positions is not explained, discussed, and understood, then the new policy becomes a paperwork push. What I mean is, will these women participate, do they really think the opportunity is there for them to

participate, or are the physical demands too much, are the family sacrifices too much, and is the role that men will play before, during, and after their inclusion in the combat arms fields a concern? Their perspective may be based on many feminine, societal, organizational, and familial aspects, being able to learn and know about these perspectives and possibly identify any consistent themes, or if there may be emergent themes that I really had not considered that could impact additional active-duty women's direct combat participation opportunities and provide benefits for the U.S. military organizational change.

Key words for me that I kept reflecting on at the tip of the iceberg were perspective, point of view, interpretation, opinion, feeling, etc. I began this iceberg analysis after preliminary research with literature reviews and historical examples. Then, upon completion of at least the first three research participants' interviews, I further analyzed and reviewed key codes, concepts, and data responses with greater clarity. The two top layers of the icebergs were the most relevant and visible to me because even with policy implementation, activation, and adherence by all of DOD, if the actual perspective and participation opportunities were addressed, accessible, changed, or accepted, there could be no full-gender integration. The iceberg is a metaphor associated with systems thinking (Senge, 1990). Systems thinking approaches problems and is a problem-solving method of how by asking about various elements within a system influence one another. The visible world around us is represented by the top of the iceberg, but this is only a "manifestation of patterns and structures that are below the water surface, hence cannot be observed directly" (Vandenbroeck, 2015, p. 10). What happens under water is what creates the iceberg's behavior at its top or the peak.

The iceberg represents a hierarchy of levels of understanding with observable events at the top and mental models at the bottom. Observable events are those that have a guiding or

leading question and address or find out: “What just happened?” The response is the events resulting from system behavior or repeating patterns of cause and effect at the lower layer of the iceberg (Vandenbroeck, 2015). Below the events level, patterns and trends become visible, by asking “What trends have there been over time?” and “What similar events have been taking place over time?”

The next iceberg analytical model review was based on the underlying structures. At the structure level, we could ask: “What is causing the pattern we are observing?” or “What are the relationships between the parts?” Structures might consist of physical things (like buildings, roads, etc.), organizations (e.g., schools), policies (e.g., laws) or rituals (e.g., habits) (Vandenbroeck, 2015).

The next level of analysis for the iceberg problem-solving method is geared to creating mental models. Mental models are the images, assumptions, and our histories that we carry in our minds of ourselves, other people, institutions, and every aspect of the world (Senge, 1990). “Like a pane of glass framing and subtly distorting our vision, mental models determine what we see” (Senge et al., 1994, p. 235). Also, “differences between mental models explain why two people can observe the same event and describe it differently” (Senge, 1990, p. 160). In qualitative research, we encounter mental models often in (mis)beliefs, expectations, values, and attitudes.

We are unaware of our mental models or those of others, until we deliberately look for them. By means of qualitative research, and especially in combination with a systems thinking or grounded theory approach, we can bring mental models to the surface and explore them. Once we identified them, we can try to re-form mental models or create new ones that serve us better in the world. Soft systems methodology (but also, for example, imagineering) can help us do

this. Mental models are the deepest layer of the iceberg, which is suggesting that they are difficult to reach and unresponsive to change. However, if mental models can be changed, they offer the highest leverage for change (e.g., within an organization or system) (Senge et al., 1994).

“The lower level of the iceberg gives context and meaning to the higher level” (Vandenbroeck, 2015, p. 11). For every event, you can work your way down the iceberg through the patterns, underlying systems, and mental models. It can also be useful to move up and down between levels as you think more about the event. The iceberg should help to broaden your perspective. Each layer offers opportunities to “enter” the system. New leverage points, these are points at which to intervene in a system to systematically transform it, may become apparent.

All seem to be part of this definition for my research developing, exploring, and describing their perspective and can provide theory where really none was known in this new and open area for all Army active-duty women. The research that I have done and recent successes and accomplishments by Army active-duty women who have completed training in the direct combat career fields, seem to be so small or silent, that perspectives might really be a non-issue as most of the women in the service will not participate. I see those women who did participate as strong and determined, but their personal choice to not be a member of the combat arms fields, may make it seem or appear as though they were not passionate, opinionated, or simply put “didn’t” have a dog in that fight. This was not the described responses and revealed by the perspectives and experiences.

Another area is about their perspective on actual inclusion in this career field. Will they perceive it as just compliance requirements or truly becoming a full-fledged combatant in the direct arms fields? The other issues are cultural change and transformation for both men and women. These elements seem to be at the very next level of the iceberg, constantly pushing the

tip higher, and this relates to the power and paradigm shift of taking a man's place, leadership, and that utmost human element, the human element is in every action, reaction, and policy adherence for women's full integration in the U.S. military services.

Of course, I recognize that women have been and are serving, fighting, and dying in combat, but these were considered not direct engagement with an armed enemy. The cultural change that women and men will need to undertake might be quite daunting. I do not think it is just going to be the simple fact of their sex, but their gender, their physical requirements, emotional intelligence, and even societal behaviors. I keep thinking that this integration for many years will be a transactional policy rather than an institutional transformation. The difference could create a huge gap in the number of active-duty MI and CC women or any active-duty women volunteering and participating in direct arms fields.

Tying this all together and being able to conduct a qualitative research study to tell the story about these MI and CC active-duty women, to whom the integration process and policy affects and applies to, and the situations that they are in seems most applicable using grounded theory methodologies. I think this because while this may not be an everyday-world situation for many, for DOD personnel, and the American view of military service, this is very much a referent and important issue that has many unknown consequences and how this integration process will be implemented and change over time remains to be seen. In 1 week's readings on grounded theory, I came across the following phrase, and I immediately related it my research study: "The integration of the armed forces was a momentous event in our military and national history; it represented a milestone in the development of the armed forces and the fulfillment of the democratic ideal" (MacGregor, 1979, p. 9). Rather than viewing not only the product of what these active-duty women in the military intelligence and cyber command expect and perceive as

an impact to their service but also what themes emerged and were revealed by their experiences and perspectives can be truly beneficial for not only women contemplating this profession but as to how DOD does not repeat past integration efforts on a 4- to 8-year timeframe, as noted during the racial integration from approximately 1945 to 1954 (MacGregor, 1979).

Arguments are needed for a study on how U.S. Army active-duty women understand, view, and see their participation in the new direct combat career fields that are open to them. Key areas included in the data analysis coupled with the interviews were:

1. We need to better (initially) understand how active-duty women in the U.S. Army view, perceive, relate, feel, and will act upon these new combat (direct) arms opportunities.
 - a. The policy has been mandated and implemented but not a lot of information on how the policy change will be implemented, changed, communicated, and validated.
 - b. Active-duty women and their ability and capability to perform these physically demanding and strenuous jobs is not thoroughly understood or explored through their actual experiences and interpretations.
 - c. U.S. active-duty women have been tested in quasi-direct, support combat roles but not really areas such as Rangers, Special Forces, etc.
2. We know little about what active-duty women will really participate in this direct combat occupations and how their participation affects their professional growth, physical capabilities, or personal lives.
 - a. Studies of men have been done thoroughly and could be reviewed for historical perspectives/studies.

- b. No one has asked these active-duty women why they would pursue these direct combat opportunities.
 - c. Most research, discussions, and studies have been geared towards negative results and ramifications or what I call “The Why Not” arguments; these debates have led to contentious stereotype arguments, objective restrictions, falsehoods, and misrepresentations.
 - d. No one has specifically asked all these active-duty women or new recruits what would encourage them.
 - e. This qualitative study of U.S. Army active-duty women, focusing on their perspectives and career choices with combat (direct) arms openings, can make an important policy, feminist, and military-political area contribution.
- 3. The research that I conducted indicates gaps in information, actual details from active-duty women who could identify and illuminate this career option, and requirements needed for and from them to be successful. Understanding active-duty U.S. Army women’s views, reflections, and actual implementation and taken opportunities in direct combat career fields professions as of 2016 is needed.
- 4. For these reasons, I interviewed 13 active-duty women, 3 junior enlisted, 4 noncommissioned officers, 3 warrant officers, and 3 commissioned officers. Army military ranks included were E1–E4, E–5–E–9, WO1–CW5, and O1–O5.
 - a. What role do they perceive will be their place in the U.S. Army with this opportunity?
 - b. How and why is this important or applicable to them?
 - c. What inspires and motivates them to participate in the direct combat arms fields?

- d. What hesitations and fears would prevent them or have them second guess any participation in combat arms.
5. The setting and U.S. active-duty women selected were appropriate for this study.
 - a. MI and CC (as of 2014 considered combat/direct arms) active-duty personnel are the most constant changing, evolving, and adaptive active-duty forces as technology and national security threats are also changing and evolving.
 - b. As a member and participant of the MI and CC fields, I had unique and constant access to these research participants for this qualitative study.
 - c. The participant selection was diverse and covered all ranks and was appropriate in that some of them were currently in an organization considered direct combat.
6. The methods I used (interviewing, current direct arms female participant's studies, and documents) provided the data I needed to answer the research questions.
 - a. Interviews were open-ended, recorded, and incorporated questions based on current policy, current women direct combat experiences, and active-duty women experiences.
 - b. Selection was based on theoretical and available sampling in relationship to current career fields, rather than statistical representatives, to best understand how current U.S. active-duty women experience and perceive this combat arms opportunity and policy change.
7. My analysis led to the generation of answers to these questions:
 - a. Describe and explain in their own words, what impact and how active-duty women perceived their inclusion in combat arms fields.

- b. What were the emergent themes, patterns, and results from the interviews, documents, and experiences of women active-duty women based on the current direct arms openings?
8. The findings were validated by the following:
- a. Triangulation and data saturation from both my own research and other research, coupled with empirical data.
 - b. Clarifying my position and addressing my past experiences and/or biases that could have shaped the interpretation and approach of this study (Merriam, 1998).
 - c. Consistency with use of a specifically designed questionnaire that was used in all participant interviews.

Interview Strategy

I conducted semi-structured interviews on the following areas: (a) their experiences and career history as an U.S. Army active-duty women in MI and cyber commands, (b) their understandings about the U.S. Army full gender integration process and the current gender integration policy, (c) the factors that could enable or inhibit the transition process for them to move from this combat support/direct combat into new fields of direct combat arms careers, and (d) the role they perceive or anticipate they will have in the U.S. Army with this opportunity.

Interviews lasted from 1 to 2 hours and were guided and adapted to allow the participants to explain their own narratives in greater details or to promote and enhance spontaneous and revealing perspectives and understandings. Upon completion of the guided interview questions, each participant was asked to draw or describe the U.S. Soldier. This created a unique opportunity to allow each participant to provide their personal perspective on their profession of arms. All interviews were conducted one-on-one and in person.

Demographic Overview

Table 1 shows the demographic information about the 13 participants of this study. The demographic information includes an identifier, the age, career field, number of years of military service, educational level, and marital status of each participant.

Table 1

Demographic Information

No.	Identifier	Age	Career Field	No. of Years of Military Service	Educational Level	Marital Status
1	Cyber-01	36	CC	14 years	Masters	Married
2	MI-01	33	MI	14 years	Some College	Separated
3	MI-02	37	MI	19 years	Bachelors	Divorced
4	MI-03	38	MI	16 years	Bachelors	Divorced
5	Cyber-02	27	CC	02 years	Associate	Married
6	MI-04	29	MI	06 years	Bachelors	Married
7	Cyber-03	27	CC	06 years	Some College	Married
8	MI-05	35	MI	13 years	Masters	Single
9	MI-06	24	MI	04 years	Some College	Single
10	MI-07	38	MI	15 years	Masters	Married
11	MI-08	27	MI	09 years	Some College	Single
12	MI-09	30	MI	12 years	Some College	Single
13	Cyber-04	24	CC	05 years	Some College	Married

Emergent Theory: Military Inclusion Theory

An emergent theory is the revelation of a new or novel system coupled with a framework of ideas and concepts that explain, describe, or define a situation. According to Charmaz (2008a), emergent theory is an outcome of an organizational or academic research in which theory is allowed to come to light through a systematic data collection and analysis process called grounded theory. An emergent theory or methodological approach begins with the empirical world and builds an inductive understanding of it as events unfold and knowledge accrues. The use of emergent methods provides for the study research of problems that arise in the empirical world and can pursue unanticipated directions of inquiry in this world.

Emergent methods are particularly well suited for studying uncharted, contingent, or dynamic phenomena. Grounded theory is predicated on an emergent logic. This method starts with a systematic, inductive approach to collecting and analyzing data to develop theoretical analyses. The method also includes checking emergent categories that emerge from successive levels of analysis through hypothetical and deductive reasoning. Constructivist grounded theory methodology offered me a systematic analytic strategy that combined both explicitness and flexibility during this research process (Charmaz, 2008b).

Service or military inclusion while not officially a pronounced and addressed theory, emerged as the catalyst as to how and why the U.S. full gender integration policy was being implemented, participated, and discussed among service members. The combination of military inclusion and diversity is a separate area that entailed celebrating and embracing a rich understanding and acceptance of our difference and humanness. DOD “Services pursue a broader approach to diversity that includes the range of backgrounds, skill sets, and personal

attributes that are necessary to enhancing military performance” (Office of Diversity, Equity, and Inclusion, 2018).

The findings for this research revealed two foundational elements of access and acceptance and four key areas and components that provided the pillars and foundational links for their interpretations of a service inclusion theory. These four areas are: (a) adaptation, (b) integration, (c) assimilation, and (d) inclusion.

The expectation for this began with the understanding and addressing the differences between integration and inclusion. The definition of integration is addressing the process of combining to make a whole as it is the act or process or an instance of integrating: (a) incorporation as equals into society or an organization of individuals of different groups (such as races) and (b) coordination of mental processes into a normal effective personality or with the environment.

However, the definition of inclusion centers around making part of a whole. It is the act of including the state of being included and making part of a whole: a relation between two classes that exist when all members of the first are also members of the second class. An example of this would be not only being invited to dinner but being asked what you would prefer or want to eat. The whole is greater than the parts are and including women in full-service opportunities not just simply combining them and integrating them became the emergent premise and concept revealed by the interview participants during this research.

The question for one participant was asked about what they know about the U.S. Army full gender integration effort and the interview participant. MI-08 stated:

I know just that they are moving in that direction where they are being inclusive of both genders. Cyber is more sensitive to that thing. Could be scarier for more personnel than usual. Inclusive means it is meant to happen; integrated seems like such a business, policy term. If there is not a want from these women, there won't be an inclusion.

Acting Army Secretary Patrick Murphy, testifying before the Senate Armed Forces Committee on February 2, 2016, said that

The personal courage and selfless services made by women in our Army is no different in that exhibited by men. We owe them the respect and honor to offer them the opportunity to succeed anywhere in our Army based upon only the merits of their performance. (Leipold, 2016, p. 19)

Murphy said

that after several years of extensive research, collaboration, and practical evaluation, the service came to three primary conclusions: (a) that women are capable of performing every job in the Army; (b) that the maintenance of high standards, performance, and unprofessional conduct we based solely upon what the position requires and nothing else; and (c) performance and professional conduct will be based solely upon what the position requires and nothing else and that leadership is critical to this integration. (Leipold, 2016, p. 20)

Murphy added “that full integration will likely take several years as the Army adjusts to both the culture and the growing individual skills within our force” (Leipold, 2016, p. 21).

Estimated timeframes were 1 to 3 years and it was 4 years in January 2019 for this full gender integration effort.

These statements were crucial to the policy and implementation of this full gender integration but were completely remiss and lacked the female military member perspective on full integration from a behavioral, cognitive, personal, and emotional needs context and lens. The resultant four concepts of adaptation, integration, assimilation, and inclusion denoted not only a process for these active-duty women but a state that revealed a system of ideas that explained and described and could predict a service inclusion structure bounded by their critical assumptions for this theoretical framework.

Collections and Documents Data Analysis

The primary data collection materials used for this research study were the interview questions that were designed by this researcher and asked during one-on-one interviews. These

interviews were transcribed, and data were then compiled in one-word documents and all questions and key responses input into an Excel spreadsheet. The primary data collection instruments used were the software application in an excel spreadsheet and the accompanying audio recording from a Sony digital recorder, both of which were contingent upon sustained computer access. An additional analytical tool used for this qualitative study was the online qualitative data analysis application Dedoose. A designated backup separate hard drive was used to prevent loss of original raw data in case of computer failure. The interviews were transcribed and then coded using various tools and techniques.

This qualitative grounded research study required coding, which is the process of compiling information by assigning tags, levels, or relevancy to data. This enabled the research to be analyzed for concepts, categories, and ultimately theories. While Microsoft Word collects a range of statistics about your documents, one of the things it does not collect is how many times individual characters appear in the document. This would be considered a “frequency count” of each character. Therefore, I created a macro to count the characters and approached the use of this macro to determine the requisite counts based on the interview responses with this grounded research study questionnaire. Then using a Visual Basic for Applications was a productive way to automate Microsoft Office tasks and is a useful tool for many Word and Excel power users. Based on these coding applications, I was able to design and develop concept and categories that led to theoretical framework analysis and discovery.

Trustworthiness Techniques

Concerning the issue of trustworthiness as it pertained to the quality of data analysis, several elements were considered. Each subsection was planned in accordance with securing validity, reliability, and generalizability in this grounded research qualitative study. This was

then followed by addressing ethical procedures concerning this study's participants and their rights and a final concluding summary of their perspectives and data for inclusion in this research study. The credibility was established through a series of careful internal validity checks. Triangulation was achieved via an exhaustive research and historical integration and gender integration discussions, drawing from as many original sources as possible. To further validate this effect, newly published related periodical articles to add to the literature review were investigated.

Also, contact with participants occurred separately at different times to maximize participation and ensure anonymity, diversify opportunities to provide detailed data, and in effect increase credibility. Interviews were conducted based on availability and specifically guided and determined by data saturation and prior related studies. This assessment involved utilizing the emergent descriptions collected to provide strong and repeated pattern evolutions. Internal validity increased proportionately with the quality and thoroughness of the narratives provided, leading to data saturation, and establishing strong credibility.

At the same time, interview transcripts were systematically reviewed for unintelligibility, clarity, and accuracy of statements. This process specifically involved member checking through transcript validation as well as participants' own post-interview comments added at the end of the Word document transcript. This ensured that the participants were directly involved in the research process to enhance credibility and strengthen participant-researcher rapport. The cumulative triangulation of interviews, transcripts, and member checking notes was not only actively seeking the negative cases or contradictory information to review discrepancies in evidence but also revealing the opportunities and perspectives of full gender integration predicated on access and acceptance measures. Throughout this research, memo-writing was a

constant verification process and allowed me an enduring option to verify and substantiate my research. Lastly, my chair and committee members' input, guidance, and review also provided thorough verification analysis during this research process.

Generalizability

This study was not intended to be generalizable, although some themes may resonate in similar contexts in relationship to gender and military service. The findings were intended to promote mutual discussions for both genders in the U.S. Military profession of arms and provide rich description and insights for policymakers, practitioners in the fields of government, particularly the DOD, military science and gender studies, and education institutions rather than to identify a generalizable phenomenon.

Conclusion

The United States has had a citizen-army type or a standing-army type since our creation. The DOD or what used to be the War Department has always planned for a postwar military structure but has never considered women in the direct combat arms fields as a viable or even palatable option. This is an incredibly important question not only for the current full integration policy but the holistic American military service question. The question of why people serve in the American military may have more to do with service to our nation, sacrifice for our citizens, and opportunities for ourselves based on merit and ability, and lastly our families' support rather than what is considered a democratic definition. The 1783 treatise George Washington had written says:

It may be laid down as a primary position and the basis our systems that every citizen who enjoys the protection of a free government owes not only a portion of his property (could be taxes in the 21st century) but even of his personal services to the defense of it. (Hamilton, 1783)

Therefore, according to Jones (1997), men and women, and therefore, society will never reach a common consciousness of their equality as humans until both accept that women also can claim and need to claim the title Warrior. A warrior defined for any society but especially the United States should be one who will serve and sacrifice for the common good, the burdens of defense is borne equally, and provide for the safety and the security for its citizens of their nation (Cohen, 1985). Numerical data for current personnel who are in the vocation as warriors and military members are available and obtained from the original government reports or agencies from the actual websites and have ensured a constructivist grounded theory approach for this research. This quantitative and statistical analysis provided depth and evidence-based research (Maxwell, 2010). Leaders of female Soldiers in direct combat situations are attesting to their mettle, and the Army is forging ahead and training new female recruits to become Warriors (Putko, 2008). For the American society to recognize and accept a warrior ethos without associating a gender role, an understanding of what a warrior does is required.

Warriors in the United States participate in three levels of war: (a) tactical, (b) operational, and (c) strategic and require warriors at each level and men and women can each be warriors. In the traditional sense, the various operations that make up a campaign are themselves made up of maneuvers, engagements, and battles. From this perspective, the tactical level translates potential combat power into success in battles and engagements through decisions and actions that create advantages when in contact with or in proximity to the enemy (Air University Press, 1997). Examples of these are training that is conducted at the National Training Center in Fort Irwin, California, where a U.S. Army Tank brigade conducts force-on-force engagements against a fictional but physical opposing force. The operational level is concerned with employing military forces in a theater of war or theater of operations to obtain an advantage over

the enemy and thereby attain strategic goals through the design, organization, and conduct of campaigns and major operations, as in Iraq with Operation Iraqi Freedom and Operation Enduring Freedom in Afghanistan or other terroristic threat regions (Air University Press, 1997). The strategic level focuses on defining and supporting national policy and relates directly to the outcome of a war or other conflicts. Usually, modern wars and conflicts are won or lost at this level rather than at the operational or tactical levels (Air University Press, 1997). Women have participated and embraced the warrior ethos in all levels of war in the United States, especially for almost the last 100 years starting in 1917 when the U.S. Navy authorized the enrollment of women in the reserves (Breuer, 1997). Over 49,500 women served in World War I, and in addition to the medical field, those who were bilingual were telephone and telegraph operators assigned to the U.S Signal Corps (Breuer, 1997). The fact that American women were not allowed to vote until the 19th Amendment to the Constitution was passed by Congress on June 4, 1919, but not ratified until August 18, 1920, is a concrete indication that the warrior ethos in service to this nation is mutual even if the American society does not recognize this gender equality (Breuer, 1997).

Results

The purpose of this study was to explore the perspectives, experiences, and expectations while explaining the meaning of full direct arms participation opportunities for MI and CC field active-duty women. The aim of this study was to analyze how these active-duty women understood the U.S. Army's full integration efforts and its impact on them while actively serving and participating in the current or future military service career fields. Eight key questions guided this study:

1. What do you know about the U.S. full integration process and the current gender integration policy?
2. How do you see and envision this policy affecting you?
3. What are your expectations of this full integration effort?
4. Why would you select or not select these new career opportunities?
5. How would you expect your past supports or challenges to relate or apply to your inclusion or participation in combat arms fields?
6. What factors could enable or inhibit the transition process for you to move from this combat support/direct combat into new field of direct combat arms careers?
7. What role do you perceive or anticipate will be your place in the U.S. Army with this opportunity?
8. Why is this important or applicable to you?

I collected, analyzed, and evaluated interview data related to these questions, while also reviewing historical documents, current integration efforts, and these women's self-described drawings.

Four key concepts and categories that provide the pillars and foundational links for their interpretations of a military inclusion theory (MIT) emerged from the data. These four concepts were: (a) adaptation, (b) integration, (c) assimilation, and (d) inclusion. My definition of MIT includes two novel additions of access and acceptance. These additions to the MIT create a significant relationship to the practical implementation of women in combat arms or direct combat fields. Using the epistemological perspectives as described by Belenky et al. (1986), *Women's Ways of Knowing: The Development of Self, Voice, and Mind* revealed access and acceptance developments of constructed knowledge that are nested or integrated throughout the four categories of adaptation, integration, assimilation, and inclusion during this grounded research study.

Constructed knowledge for women is when they develop methods and behaviors for gaining access to not only their own but other individuals' experiential knowledge through self-reflection, empathy, and inclusivity. It involves acceptances and precludes only evaluative judgment. It involves the understanding characterized by a recognition of the interrelatedness of knowledge, knowing, and the knower. These active-duty MI and CC service position women with this perspective considered all their service, self-experiential knowledge as constructed, and understood that their knowledge was inherently mutable, subject to time, experience, and context. They saw knowledge as "a constant process of construction, deconstruction, and reconstruction" (Love & Guthrie, 1999, p. 26). Constructed knowing is a perspective that integrates ways of knowing, creating a voice in which women embrace the pieces of themselves, in search of their own unique voice.

It is in the process of sorting out the pieces of the self and of searching for a unique and authentic voice that women come to the basic insights of constructivist thought: All knowledge is constructed, and the knower is an intimate part of the known. (Belenky et al., 1986, p. 137)

These women at this level of epistemological knowledge came to this realization after intense personal self-reflection. They were able to engage in what Belenky et al. (1986) referred to as real talk: the ability to listen, share, and cooperate while maintaining one's own undiminished voice. The position of constructed knowledge often involves enormous "empathetic potential:" a capacity to feel connected with another person despite potentially enormous differences. The four categories of adaptation, integration, assimilation, and integration denoted not only a process for these active-duty women but a state of being that revealed a system of ideas that explained and described and could predict a military service inclusion transformation grounded by these critical assumptions or perspectives for this theoretical framework.

Over the course of the last 70 years, there have been three deliberative commissions and efforts established by an external authority to find ways for the U.S. military to transform. These have been the Military Leadership Diversity Commission (2010, 2011), the DOD comprehensive evaluation and assessment of policies that provided opportunities for the promotion and advancement of minority members of the Armed Forces, 2011; the Fahy Committee (1950), the President's Committee on Equality of Treatment and Opportunity in the Armed Services, 1949-1950; and the Gesell Committee (1962), the President's Committee on Equal Opportunity in the Armed Forces. Earlier U.S. military transformations required addressing what the organization and member beliefs are, what their truth is, and what their justification is for change. These principles were also clearly articulated during the interviews for this research on today's transformation for women in direct combat arms or any military service position. Additionally, access and acceptance developments were revealed in this transformative ongoing process.

Qualitative Data Analysis

I used a grounded theory qualitative research method for this study because I sought to explore the personal experiences and process of how each participant understands and makes meaning and feels about this full integration effort. This study explored the perceptions of 13 active-duty army MI and CC field women currently serving in MI or CC organizations. The findings in this study produced an emergent theory from the meaning of the data and the evaluation and the participants' experiences into readable theoretical interpretations of a constructivist system to transform knowledge (Charmaz, 2006).

Grounded theory methods “can complement other approaches to qualitative data analysis” (Charmaz, 2014, p. 16) and are particularly useful when exploring questions about the process of how a phenomenon develops over time. Because I explored the current experiential process and impact of full combat arms professional gender integrating policies and opportunities for these active-duty women, grounded theory methodology was the most connected for data collection and analysis. Specifically, constructivist grounded theory methodology was used to examine (a) the relativity of the researcher's perspectives, positions, practices, and research situation; (b) the researcher's reflexivity; and (c) depictions of social constructions in the studied world (Charmaz, 2015).

Theoretical Sampling

I continued to review and examine the transcripts and used open coding and constant comparison through all the 13 interviews and had begun to think about emergent categories by the third interview. Theoretical sampling calls for collecting additional data for the purpose of filling gaps to facilitate development of theory. Holstein and Gubrium (1995) argued that selecting sources of data is an “ongoing process” and “sometimes even spontaneous” (p. 74). I

added two additional interviews and continued the processes of reading, listening, and open coding after emerging theories and potential gaps were revealed.

With each transcript, I began with a process of collecting indicators—that is, words, phrases, statements from the data, or observations. Open coding, according to Corbin and Strauss (2008) entailed close examination of the data, breaking it down into parts, making comparisons, and questioning. The indicators, then, both identified bits of data collected and data that resulted from the process of breaking down these indicators and revealing discoveries.

Memo writing and reflective note taking were also a valuable part of my open-coding process. Memoing and note taking allowed me to reflect and probe not only what the participant had stated but what were my own understanding and experiences as the researcher to what was said, how they described their experiences, and what it meant. An example follows:

Women chose these combat arms professions and were eager to serve in the U.S. Army and were extremely self-aware of who they were and what their abilities were. They fully understood what sacrifices this combat, direct arms service required for their families, their physical well-being, and their professions that it was not surprising that they expected and required no exceptions, no changes, or allowances permitted for them to serve in these roles. They did what they needed to do with the best of their abilities, met requirements, or they decided they should not be in these roles and could not be serving in these combat arms positions.

A huge area revealed in not only my research but also in interview discussions was the impact on this full-service integration and how the sex and gender dichotomy aspects were revealed. Military women/females wear almost all the same uniforms as the men, except for dress uniforms where the women can wear skirts, physical training standards are different for the sexes based on medical and physiological determinants and scientific facts, but now any military service career regardless of their sex is open to them. This foundational concept, sex, and gender is at the core of the requirement, acceptance, ability, and opportunity for the U.S. Army full-integration effort. Research has the Army almost always using gender not sex for discussions, but lexicon and vocabulary do matter and there is a specific rationale for this terminology.

From the codes and findings, I drafted a rudimentary set of 17 concepts to begin the process of analyzing and breaking down into categories or even discoveries. The adaptation

category evolved out of physical aspects, environment, gender, age, and emotional intelligence concepts. The second category of integration emerged from their perspectives on expectations, leadership, career fields, and language. Category three of assimilation found the concepts of self-identity, culture, intergroup relationships, and learning teams, their roles, individual, group, and social. The final category that emerged was the inclusion aspect that was and is to be predicated on the transformations, engagements, and teamwork. In the next section, I explain how each of these 17 concepts related to four categories and themes and how these themes came together to form an emergent theoretical model, nested with access and acceptance. Lastly, I reevaluated and reviewed all the research and interview data and 26 key discoveries and understanding emerged that further expanded the four categories and final theory of military service inclusion dependent on the foundational elements of access and acceptance.

Emergent Theory: Military Service Inclusion Theory—Our Membership

According to Charmaz (2008), grounded theory is predicated on an emergent logic. An emergent grounded theory takes qualitative research from the experiential and empirical world, creates an inductive understanding of events as they revealed, and knowledge is accrued. This emergent theory is shaped by new perspectives, conditions, and ultimately new interpretations to the data and the shared meanings. This emergent theory of MIT involved not only my personal and professionally framed interpretation of the research but the coding, categorial, and conceptual analysis.

Service or military inclusion while not officially a pronounced and addressed theory emerged as the catalyst as to how and why the U.S. full gender integration policy was being implemented, participated, and discussed among service members. The MIT required the four pillars of adaptation, integration, assimilation, and inclusion with a foundation and base of

acceptance and access for all military service members, regardless of their sex. The combination of military inclusion and diversity is a separate area that entails celebrating and embracing a rich, understanding and acceptance of our differences and our human condition. DOD military “Services pursue a broader approach to diversity that includes the range of backgrounds, skill sets, and personal attributes that are necessary to enhancing military performance” (Office of Diversity, Equity, and Inclusion, 2018).

The expectation for this research study began with the understanding, analysis, and addressment of the differences between integration and inclusion. The definition of integration addressed the process of combining to make a whole as it is the act or process or an instance of integrating: (a) incorporation as equals into society or an organization of individuals of different groups (such as races) and (b) coordination of mental processes into a normal effective personality or with the environment (Merriam-Webster Dictionary, 2019b).

However, the definition of inclusion centers around making a part into a whole; the act of including: the act of including the state of being included (Merriam-Webster Dictionary, 2019a). The making a part of a whole is about the relation between two classes that exist when all members of the first are also full members of the second class. An analogy of this is not only being invited to dinner but being asked what you would prefer or want to eat. An inclusive expectation creates a higher level of access and acceptance for participants and members.

The question for one participant, Hilda (MI-08), was asked on what they know about the U.S. Army full gender integration effort and the interview participant, Hilda (MI-08) stated:

I know just that they are moving in that direction where they are being inclusive of both genders. Cyber is more sensitive to that thing. Could be scarier for more personnel than usual. Inclusive means it is meant to happen; integrated seems like such a business, policy term. If there is not a want from these women, there won't be an inclusion.

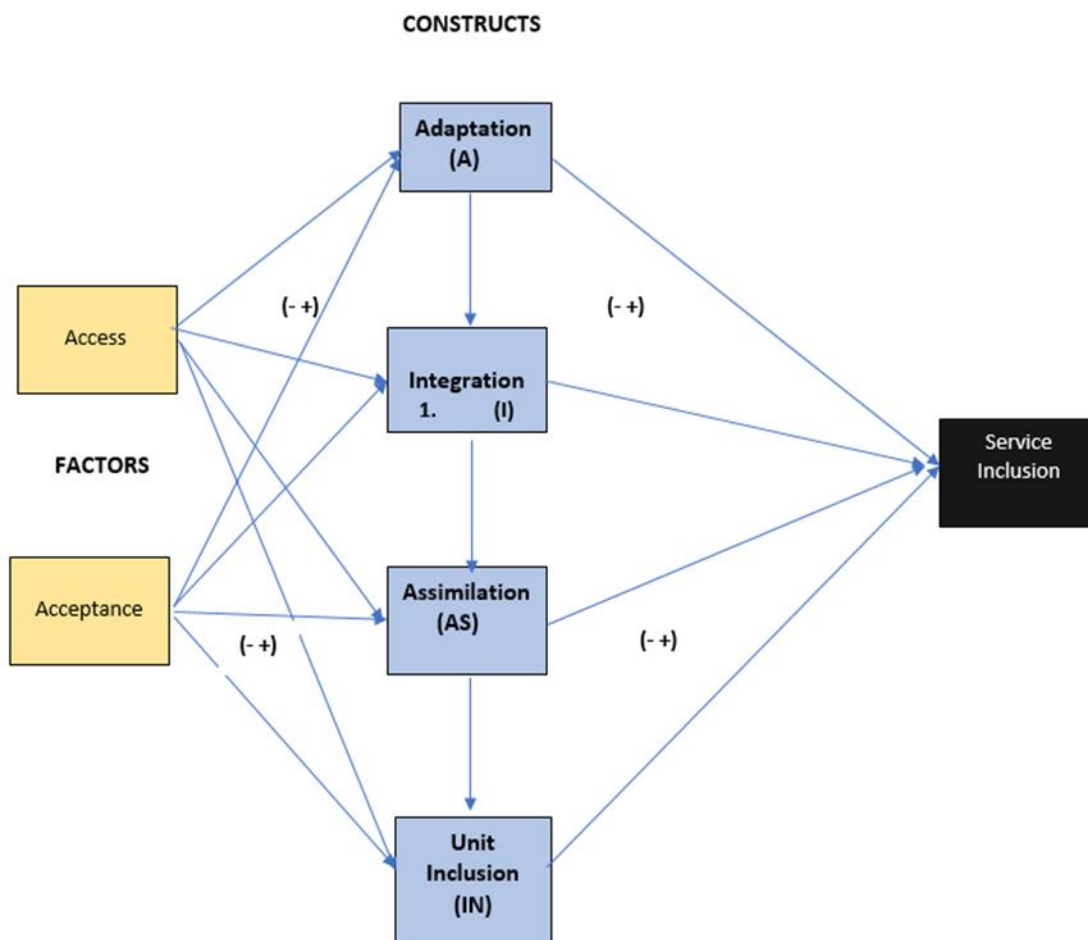
Factors—Access and Acceptance—Our Beginning. The words access and acceptance can mean many things to everyone depending on their context, experiences, and perspectives. According to Merriam-Webster's Dictionary of Law (1996), freedom or ability to obtain, make use of, or participate in something [the right to equal treatment holds with respect to a limited set of interests—like voting—and demands that every person have the same to these interests. This is clearly pronounced in the MI and CC fields' interviews during this research. I related this to the human being where the physical being includes the inside of one's anatomy but for many people includes a spiritual or essence being.

Access can be viewed as the heart for these women, the beat of their spirit and love of their being to be allowed to participate as an American U.S. Soldier is any capacity. Acceptance is about their personal being as both a woman and a combat arms Soldier or Warrior. These women want to not only gain acceptance for their participation but want cohesive acceptance and support from their organizations, their peers, and their teammates. This is what I call their lungs; every heartbeat and breath they take is part of this service inclusion.

Construct of Adaptation—Category 1: Our Changes. Adaptation is the initial entry for these women into these full direct combat positions to complete for them a full military service inclusion (Figure 2) that can be defined by them as their adaptation. The category of adaptation was made popular by Darwin (1859/2011), and it means as much as to acquire a minimum of capabilities and biological corporeal conditions for enabling survival. For the purposes of the present study, we shall define adaptation as the minimal accommodation to the environment that enables not only survival for these women in a combat arms field but is a precursor to their active participation, access, and acceptance.

Adaptation is the least advanced degree of “entry” for these women into the combat arms community. This type of adaptation does not require close bonds immediately with other combat arms members but does require individual adjustment and organizational change and time and stages passage that permeated the participants’ interviews. The values, motivations, systems of meanings, attitudes, and actions are influenced by their environment (Deaux, 1993). Therefore, they may be subject to certain adaptations and changes in response to gender integrated situational pressures. This explanation was presented and described in the data from previous studies and literature data reviews as mentioned in Chapter 3.

Figure 2 represents the relationships and holistic analysis of the intertwined factors and constructs for the theoretical application and process for the Military Service Inclusion theory and model. Adaptation (A) is one’s ability to change or the process of change in which a person becomes better suited or able to be in an environment. (A1) describes physical aspects that include height, speed, and muscle mass as a critical limitation and affect that can affect these women’s participation. These women recognized that changing one’s height was not an option but making adaptations such as using more tools and technologies, boots, modified weapons, and equipment, could provide them the abilities suited and needed for combat arms positions. They also must train and prepare their bodies, physically. These women talked about how their physical stature or height impacted not only their current position but would be not only a hindrance but a prohibitive factor in combat arms participation.

Figure 2*Military Service Inclusion Theory (MIT)*

Their strength and even in their peak condition, they reconciled women's differences in muscle mass, lung capacity, and speed could or even would be less than men. Shakespeare (1596) said, "Though she be little, she be fierce" (Act 3, Scene 2). Miller et al. (1993) revealed that men had much stronger grips than women—the difference was so big that 90% of the women scored lower than 95% of the men. The team also looked at highly trained female athletes who excelled at sports requiring a strong grip, such as judo or handball. Though these women did have a stronger grip compared with other women, they still performed worse than 75% of the

men on this task. In general, men are also faster than women. As aspirants and trainees, these women know they will need to prepare, cut their hair, increase their muscle mass, manage, and maybe mitigate their height, speed, and strength, and then address and understand fully their biological determinants. The adaptation category for being full combat arms participants entails understanding and changing their physical aspects, environment, gender, age, and emotional intelligence concepts.

The age of a combat arms participant is a key reflection and discussion among women who might consider these careers. If these women are very young, say in the 18- to 22-year-old range, they feel they could be perceived as immature, weak minded, and too young; but for most of them, their young age may be such an amazing asset to their physical prowess. Their youth may be an ultimate benefit to being physically able to not only adapt but embrace the hard-physical demands of these combat arms professions. These women understand that adapting their physical strength to gain peak performance levels and behaviors in not only their physical aspects but understanding that mind over matter once you reach physical exhaustion ties the emotional intelligence understanding to their mission success.

One participant, Joan (Cyber-03), stated:

I really surprised people because I don't complain. I just put my head down and do it and male Platoon Sergeants have commented on this because as a woman they seem to expect that I will complain about challenges and difficulties. Their perceptions and experiences were mentioned as "You just do it; it's August, it's Savannah, it's hot!" You must wear your gear and yeah, it's disgusting. There is a means to an end.

Joan (Cyber-03) stated: "I had a girlfriend who went through training after I did and cried all the time. I told her to stop doing that; you're giving us a bad name." Erica (MI-05) said: "In Saudi Arabia when I was training, there were some constraints because of my gender and their culture, but I understand that and made adaptations as needed in order to do my job."

(A2) The environment is the organization designed for their support and what are the physical constraints with separate facilities? The organizational design must also be changed. The environment is not only the organizations and physical domains, such as field time, but the political and social environment is understood and how it is communicated. The environment is dependent on mission and what role these women will participate. It is the structure, organization, and cohesiveness that is affected in the environment.

Erica (MI-05) stated:

Yes, there have been challenges based on my position, MI in males' units, and yes even men that have demeaning. But it was my job to overcome them and adapt to the environment I was in. There are always constraints that leaders put on us. We have an opportunity to overcome that.

(A3) Gender is discussed, primarily in the military environment in the physiological, biological, anatomical – male and female sexes. But for women, it does not matter regarding the mission whether they are male or female, biological factors, reproduction, toughness, and addressing the preconceived notions about them being the weaker sex. This is only related as to how males understand their gender or even how the military service institutions address their gender. Also, the maturity associated with their gender is a factor that can be relevant to the relationships seen between age and emotional intelligence. Women recognize that they might be required or even want to take on what is commonly associated with manhood.

Hilda (MI-08) stated: "In Saudi Arabia when I was training there were some constraints because of my gender and their culture but I understand that and made adaptations as needed in order to do my job."

(A4) The age of a combat arms participant is also a consideration; too old can be viewed as maternal figure, too young seen as a child or little sister, or if the same age and attractive even as a potential girlfriend or spouse, etc. The visible age factor can predicate how these women are

accepted and participate. Age is a factor for women when it comes to having children and being in peak physical shape.

(A5) Emotional intelligence is a critical element as it is understood that their will coupled with their understanding and rationale of what is required can provide them success in these combat arms fields. A militarized persona can also be regarded as an emotional intelligence asset. Their initial entry into the combat arms fields revealed the time requirements, personal growth, and need for change for an adaptive Army.

Ida (MI-09) stated:

If you look at every change that the Army has adapted too, it is going to be fine; but you just must give us time to do this. People must prove themselves. It is a club, and everybody has their swag and must be capable.

Erica (MI-05) stated: “In Saudi Arabia when I was training, there were some constraints because of my gender and their culture, but I understand that and made adaptations as needed in order to do my job.”

Grace (MI-07) stated: “I think this is going to take at least 5 to 10 years. I am married to one of those males (against women serving in direct arms fields). It is generational. To move out or adapt.”

Adaption for these women may mean adopting within certain spheres—mainly those related to work, of patterns of behavior, and norms dominant in the direct combat arms environment, while maintaining their own patterns of behavior and values within their personal communities and social contexts (Budyta-Budzyńska, 2010). Adaptation includes a large physical or bodily aspect to understand the problems involved in adapting to direct arms contact in war and their interaction with men who have been solely the vanguards of this effort for the U.S. Army. One must first come to grips with the complexities, ambiguities, and nature of war itself.

Of all mankind's endeavors, war confronts human beings not only with the greatest physical demands but with the greatest psychological pressures. For those who command in war, it also presents the most complex and difficult of intellectual problems. It is the combination of these different pressures as well as the constraints of time that make decision-making at every level of war so difficult, whether men or women, officers, warrant officers, or enlisted Soldiers.

Adaption for these women includes physical changes, acknowledgements, and requirements thoroughly reviewed and addressed as career field's requirements and occupational standards, prescribed entrance criterion. The physical aspects were an antecedent to their perspectives on personally being able to serve in a combat arms career field.

When asked about the U.S. full integration process and the current gender integration policy, Carol (MI-03) stated:

What I know is from 2015, the Army wanted to ensure that women were fully integrated in all positions. Make the opportunity high and equal chance. I am not surprised that currently numbers are low because those guys are no joke. They work out every day, eat right, train right; their bodies are a temple. I saw what they do; it is not an easy feat. I do not think it is not mentally or physiological, it is physical. Was asked to go, but I think it is all in our genes, not in our gender!

Anna (MI-01) stated: "Not only physically demanding, other physical obstacles, rucking difficult, can't meet the physical part; All about it; doing the job and the physical demands rucking, etc. required."

When asked about their expectations of this full-service integration effort, Ida (MI-09) stated: "I expect everyone to ensure their own physical fitness because if you do this or these fields directly, then a lot of these people will not have these issues, physical fitness/medical, etc. People need to be prepared."

Betty (Cyber-01) described the physical impacts for her participation as limited:

Being short. (Really) Yeah, I am 5'2". (Because of the physical requirements?) Some things I can't reach and having to rely on a Battle Buddy to reach something was difficult. Everybody has the same load and what not, and it is what it is.

The combat and direct arms environment whether it was in the academic areas or physical demand is constantly changing, could be sexist, requires combined-arms tactics, and could highlight cyber and insurgent's tactics.

Demetria (MI-02) stated:

Any environment that you will have people hitting on you, you are part of the family. Once they complete training together, they are part of the team. "Quite powerful for a woman to tell a man you are out of line." This was quite telling as there were only 7 women out of 90 (warrant officer candidates) Soldiers during warrant officer training school. Women as nurturers because we are, but men can be anything they want to be. If you can do the job.

Anna (MI-01) stated: "I am girl, but yes, we can do this. I mean every girl may not be able to go into combat direct arms, but there are some men that can't do it either."

Their reflections and descriptions of their sex and gender were key meanings in every discussion and description as to how the Army full integration effort is implemented. Ida (MI-09) stated:

If women want this full opportunity, they must meet all the standards and be ready for the full participation requirements. So far combat MOSs you must have higher standards; some people have brought up modifying or unifying standards and if you do that you lower the standards to me another gender. You must be able to carry on regardless of your gender if the mission requires it. If you train for it, women can do this. The Army shouldn't adjust the standard. It's going to take time and a lot of training.

The environment is about structure, organization, cohesiveness, team acceptance, and the effect and understanding of taking a man's place. Once you decide, you will not be denied. Hilda (MI-08) stated:

It's weird because for the longest time, I didn't notice anything because I felt I was included. I have been included and I was in a class at one point I came back to class, and somebody mentioned, it was a Black gentleman, because I was working on something and I said, "Man, I can't believe I have to do all this stuff!" And he was like "you know,

you are always going to have to work harder than some people to prove yourself, like we do. To get treated and 'Be included' the same." I had never thought about it that way because I was just like this is who I am, I am a hard charging person, and I work harder (In my DNA). So, I never paid attention to my left and right. I was thinking, what does he have to do to get the same rating that I have, and it was interesting when I looked to my left and right and saw our team. Being told "you are doing a good job, but you work 9 to 5. You don't come in early; you don't stay late, etc. It also depends on who you are and who you are with."

Gender can be defined as either of the two sexes (male and female), even when considered with reference to social and cultural differences rather than biological ones. The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female. However, the sex of these women is female, and this full-integration effort is about their sex not the gender and even if the grammatical gender is only very loosely associated with natural distinctions of sex, this is how the policy is addressed and can be understood it.

Joan (Cyber-03) stated: "I am really so new to this field, but leadership and instructor support has been amazing. Not gender for me but merit and intellect."

Katie (MI-04) stated:

I felt the gender and MOS more at Fort Lewis than any other location that I have been at. I am tough but I am not completely male tough. Having all those life roles, Soldier, linguist, daughter, wife, make these choices very difficult.

Age is such a visible and real discriminator for these women to be full participants in combat arms that their initial entry or adaptation for them is not even an option. Carol (MI-03) stated: "I would not because of my age and having a child but if I were 18, I could go back physically and because you now you are trailblazing would have been an awesome opportunity."

Grace (MI-07) stated:

I would not join this; my age is the biggest factor. Maybe 20 years ago, but many guys would not do. It is not my gender but my age. I don't know a lot, but I haven't really been interested in this. But I might be going to a special operations group so I will be learning. I might be the only female in the unit. I just need to make sure I know how to do my job. I am good at what I do. It is me that thinks I must do my job better to prove to myself.

Betty (Cyber-01) stated: “Age matters more for women.”

Emotional Intelligence and the four basic competencies as identified by Goleman (1995) are (a) self-awareness, (b) social awareness, (c) self-management, and (d) social skills that focus and influence the way people handle themselves and their relationship with others. These women see their emotional intelligence as an asset. As strong leaders and effective managers, they could improve these combat arms organizations and increase the military effectiveness by understanding their emotions and moods and their peers while maintaining professionalism and productivity in the workplace.

Joan (Cyber-03) said: “There are obviously women that can do these jobs because they have the mind set and are good at these jobs. Not just about gender, will and intelligence. Don’t discredit a woman just because she is a woman.”

Demetria (MI-02) said:

Lots of women love physical activity. We had one female; she was a Master Combative Instructor. She was tough. I have heard all positives for this integration, nothing bad except from the guys. We are emotional. Having our monthly thing.

Construct of Integration–Category 2: Our Togetherness. Integration emerged from women’s perspective on expectations, leadership, careers fields, and language. The expectation that these women have and want is equal respectful treatment for them as Soldiers. But they are aware that new leadership roles and behaviors will need to be integrated and accepted by everyone for this full integration effort to be possible. They also expect that women who chose to be active participants will be fully integrated based on requirements and standards for those combat arms career fields. Integration is the act or process of incorporating as equals in the society or organization a group of individuals and is also described as the coordination of mental

processes within the environment. These women addressed key areas for participations such as expectations, leadership, career fields, and language usage as part of the integration process.

Integration (I) for these women means combining their beings and their assets and professional with the other combat arms Soldiers and professionals to become a whole, a part of the team.

(I1) Expectations are not just for them but for their organization, culture, and other members of the combat arms. Expectations come with self-analysis but also relationships and that expect equal fairness and strong support. Specific combat assessment will vary by mission and expectations for all will need to be combined.

(I2) Leadership will require professionalism and standard enforcements from everyone. Leaders should be able to have goals and promote community and service for personnel. Leadership is also a requirement for these women. They must be leaders on an individual and team level.

(I3) Career fields while they all bring skills to combat arms career fields, the uniqueness and selection is new. Those that are in MI and CC fields currently who were interviewed were proud and extremely competent in their fields. They expect those women going into these combat arms career fields to maintain the same.

(I4) Language is not just the military vocabulary but the gender connotations that can be associated with this language. Language can also be considered negatively such as a salvo, a barrage of words as to why and how this is a problem but can be turned into a positive. Spelling, punctuation, and terminology can be and are being modified to promote acceptance. Such phrases such as Silly Sally, cry like a girl matter and impact how when one responds and what perceived

place they have in the organization. The language of the organization can reflect the organizational values and views.

Expectations addressed not only their fears and hurdles, but also maintaining professional standards and taking time for women integrating into these positions.

Carol (MI-03) stated:

I would expect to see a lot more women in these fields but not as many as I would imagine. If standards aren't changing, again there will only be a few that can make this. Hoping that we don't hear about the men, hating on the females choosing these fields.

Joan (Cyber-03) stated:

I expect them to keep the standards, if you want women in these roles, these women are expected to perform at this level. Because as a person on a team, if I am going out, I better be able to pull my weight. No exceptions and no excuses.

Katie (MI-04) stated: "Having a balance of HUAA with smarts and being able to communicate this. Army Soldier skills are important, and I am great at that! I expect it to take seven years or so, generational, and cultural change."

Felicity (Cyber-02) stated:

I expect positive support and even though I have been in a short time, I am surrounded by men, and they are so supportive. My age has had people looking at me as a mentor or even as a mom. I also expect a fairness to this process.

Felicity (Cyber-02) also stated:

Women who choose these fields should be fully informed and prepared for the demands, physical, mental, and cultural. This is what is expected and communicated to all participants. I just like the fact that I can. I just don't like being told no because of one area of my world.

Leadership as defined in the Army is the process of influencing people by providing purpose, direction, and motivation, while operating to accomplish the mission and improve the organization. These women emphasized that not only can leadership ensure full participation and

opportunity for women to be active participants in combat arms but ensure that fair treatment and cultural integration occur.

When asked about the U.S. Army full integration process and the current gender integration policy, Erica (MI-05) stated:

I know that it is open, and you can submit packets for those of us already in and senior. They were trying to get more of us, senior noncommissioned officers, warrants, etc. to transfer over. You need that leadership more integrated and a part of this. I know full option now for enlisting, commissioning in these roles if you meet the qualifications. One of my female college alumni just completed Ranger School a couple of weeks ago. This has only been active for a couple of years, and you need to be methodical in the process, meet qualifications, have proper oversight. I think it is good of not trying to rush this, no quota is a good thing. You don't want the wrong individuals going just to meet this; it could discredit the readiness, effectiveness, and of course the morale.

They don't want to have all female privates, they need leadership. "You will be what you see." And a lot of us have been working with them, Combat Arms, for years. We haven't been in combat arms, but we have been out on patrols with them. The female engagement teams (FETs) concept in Afghanistan, female MPs, Linguists, Truck Drivers 88M, everybody was going out. That's why this is funny to me that everybody is like this is a new concept. It's not; it's just extending and including everyone completely. I have heard over the year's viewpoints about full integration and some discussions are valid, but it will take a change. You cannot change the culture until you actually start doing it.

Career fields was another concept that provided a layer of not only choice but of experiential reflections and professional realities that addressed their integration into full combat arms fields. Asked how you see and envision the Army's full integration policy working for you, Demetria (MI-02) stated:

I have never really seen any male treatments per se, for females, especially in the last three or four years with this Brigade (BDE). Our BDE Commander was a female; our Battalion Commander was a female. At one point in time, myself and another female were two out of three company commanders in our unit. The BDE S3 and Deputy Commanding Officer were both females. So, a lot of the leadership positions were filled with women, powerful females in them. And I believe right now a Battalion S3, mission team leads, and several unit positions are filled with women (exemplary, strong women).

Why these women chose their current career fields and how new career fields are experienced and will be experienced were highlighted throughout the interviews.

Hilda (MI-08) stated:

I don't think this will change me, and I have no desire to change my career at this time; I am very happy being MI and it is what I wanted when I joined, and I am good at it. At 35, I do not want to be changing my career and I am physically fit. Anyone that wants that career must want it, it must be your passion. At this point in my life, I am comfortable knowing where and how I can push my body.

Joan (Cyber-03) stated:

Dual military has been a challenge but no other challenges. SHARP, I have come across men that will not take no for an answer. I felt by myself and didn't think I could trust anyone with this issue, except my boyfriend. I didn't trust them to do the right thing; weird encounters with men. Trying to figure out where I stand, I need more women friends in this. Some men cannot differentiate relationships with women. Getting pregnant and promotion, you chose your family over your career.

Language is a variety of things, not only how we speak, what the intent is behind the words being spoken, and how the receiver understands the transmission. When asked "What factors could enable or inhibit the transition process for you to move from this combat support/direct combat into new field of direct combat arms careers," Betty (Cyber-01) stated: "Language stereotypes do not help the situation but will fade with more women participants."

Joan (Cyber-03) stated: "Vocabulary, buck up, cry like a girl, they call you 'Sally' for Sensitive Sally—which means effeminate to a boy or man."

Construct of Assimilation—Category 3: Our Acculturation. My definition of assimilation means becoming similar not only with their skill and position but with their experiences and their shared acculturation. This definition comes from my personal experience and the Army Civilian Corps mission. The service norms that these women embrace are self-identity, culture, intergroup relationships, learning teams and individual roles, group roles, and social roles. The self-identity that each of the women has regardless of the MI or CC field or their rank was highly aware and evolved for them as Soldiers. Category three assimilation found the concepts of self-identity, culture, intergroup relationships, learning teams, their roles, individual, group, and

social. The natural act of becoming pregnant and bearing a child could be the primary element that ends a female's career aspirations and active participation in the combat arms fields (Miller, 2011).

Joan (Cyber-03) stated: "Being a single parent, but pretty much everything I wanted to do they tried to get me into and succeed. In both units I have been in supportive."

Seeing and knowing who you are and how you can fit and build those relationships when you select combat arms career fields was a reflective moment for many of the interview participants. That educational preparation—that inculcation of rigorous intellectual habits of mind—provided the mind-set that allowed these women and men in combat arms to execute realistic and rapid adaptation to the actual conditions of war. Assimilation (AS) is taking in and absorbing as one's own to conform and embrace a new culture, organization, and customs.

(AS1) Self-identity is about Me: the understanding that how one perceives who they are and what they contribute has tremendous value. Combat arms positions may be elitists, masculine, and hero-perspective based. The belief is that you must see yourself as a combat arms participant to be a combat arms participant.

(AS2) Culture is very homogenous and may not be very receptive to change. For example, it could be in the obvious interest of the direct arms, combat arms, institutions, and men to resist all changes that may hazard/promulgate a diminishment of their power, prestige, and exclusivity instead of a better collective unit. The combat arms culture might address while this is a popular societal goal; it comes at an expense and detriment to the societal, public good regarding military defense of the nation.

(AS3) Intergroup relationship and behaviors that really stress how one's individual differences affect the entire group and organization during any change process due to how they

think, feel, and personal past experiences that if an organization tries a cookie cutter approach to any change there will be challenges, failures, or negative results at some time.

(AS4) Learning teams are about being responsive and mentoring and teaching each other for the betterment of the mission, organization, and each person.

(AS5) Roles, individual, group, and social is a function assumed or assigned to a person in a situation based on need, requirements, wants, or biases. Women understand that combat arms are and will require sheer grit and determination and what this can prepare them to succeed. This is understood because will is described as determination to do something. Self-identity for these women, while their sex is understood, it was more about their being a Soldier, professional, and competence and how they viewed themselves participating and supporting this full integration effort.

Joan (Cyber-03) stated: “Assimilation is important; hair will grow back.” Erica (MI-05) stated: “You must understand the world you will be put into gets tiresome that you are always the only female. How do you conduct yourself?”

People can see how you support the mission and each other; this is a very rewarding profession and I have had not so good experiences but based on leadership not gender. I have found that the men have been better mentors during my career, that don’t speak to you about the female aspect but the mission, your professionalism, and service. How to assert yourself. As a Soldier.

Lisa (MI-06) stated:

You must be prepared for the positions and opportunities you take. But I don’t know a lot, but I remember reading about the women graduating from Ranger School. I still am not sure how I felt about it. I have seen some “Bad Ass” women do some awesome things but there are some women, myself included if I must follow the male standards, I probably would not make it. Those are the standards, one set standard for job and mission requirement.

Heather (Cyber-04) stated:

As far as your traditional combat arms (direct arms) absolutely not. There are a couple of reasons I would not do this. The first is when I think of combat arms, I think of working harder, not smarter. And I think what we do in MI/Cyber realm is we find the most efficient ways and smarter ways of doing things. Honestly, if I can make the same paycheck sitting at my desk, and contribute that way, then breaking my back, I am going to choose that. I don't have to worry about breaking myself at 24 with all these ruck marches, field time, etc.

Culture, which I define as a collective process and their professional group, steeped in traditions, customs, and values that the women not only embraced as military service members but were fully inclusive members in their current career fields. However, they addressed the fact the military service was primarily a male-dominated field and their presence in all fields would require not only their assimilation but those of other participants as well. I arrived at this definition.

Carol (MI-03) stated:

End of my first tour was stopped loss. End of first tour, I had just gotten married and stayed in to go to Hawaii with him but then we ended up was divorced. I went right into the Army Culture (after Air Force) and it is so different. Army was much better fit for me, in the Air Force I had sexual harassment. "Told to shut up!" 2006 transitioned to Army. Army, rank may have something to do with it. Guys would jump in and stop it.

Lisa (MI-06) stated:

I know this is going to be a slow process and we now have the opportunity for all classes. The recruiter should let them know this so it is not a culture shock, and it will take a special kind of women to put up with those demands, male behaviors. Guy talk is different, but women may take it differently—Perception is reality.

I was interested in the FETs. I would ensure those that want to participate understand the mental toughness required. All men together can be shortsighted, and all women together can be "Catty." Females tend to be more caring, mentorship, social and responsive mutual benefit.

Intergroup relationships addressed how their connections to not only each other, their professional relationship, but a woman's participation into these combat arms fields and careers.

Ida (MI-09) stated: “You have your leaders, and your Soldiers but your peer group, having those people included with friends another level of participation.”

Erica (MI-05) stated:

My experience as only female on team of 12 was actually a benefit for doing our mission. We were dealing with a lot of other federal government and local national personnel and I was able to make friends with them and that helped the relationship for our team. It was really a cool twist on it. After a while, it got on my nerves, and I looked around one day, and said “Man, I really hate living with these guys.” Maybe once every six months, this ran through my mind.

Learning teams require understanding and trust with each other the process and the results. These learning teams understand their strengths and limitations but include an active practice and acceptance to evolve and improve their organization and accomplish the mission.

Demetria (MI-02) stated:

Any environment that you will have people hitting on you, you are part of the family. Once they complete training together, they are part of the team. “Quite powerful for a woman to tell a man you are out of line.” This was quite telling as there were only 7 women out of 90 (warrant officer candidates) Soldiers during warrant officer training school. Women as nurturers because we are, but men can be anything they want to be. If you can do the job.

Roles whether individual, group roles, or societal were ingrained in their reality and understanding of how they can, should, and could be full participants in the U.S. full-integration policy. Joan (Cyber-03) stated on the impact and reflection of societal social roles: “Women and their relationships with children due to persistent separation.”

Carol MI-03 stated: “Upon graduation, selected for MI Corps, went to Germany and deployed to Iraq, BN S2, ADA S2 at Fort Bliss, one of the only females there at first was intimidating until you get to know everyone.”

On building relationships, Heather (Cyber-04) stated:

Cyber command is more diverse; we have greater opportunities and work roles available. Hopefully, this assignment kind of directs my career. Because I do plan on now, as of

now doing 20 (years). Hopefully, this kind of steers that path for me. That's the way the Army is going in everything.

Joan (MI-03) stated:

I know they are trying to integrate more women into these work roles and want more women to participate, as long as they meet the requirements. I have heard about the two women that graduated from Rangers. I think it is a good idea not to have a quota, I think if requirements are approved you need to meet them. We have come a long way with our gear and technology, do you really need an 85 lb. ruck? My Dad said out of all my kids, brother in, brother at West Point, he said he could see me being the only one that could do this because I have the mind for it. I have two brothers and a sister. He said, "I know you are a hard charger and would never quit."

Ida (MI-09) stated: "My family; even though some of my family believes in those patriarchal roles."

Katie (MI-04) stated:

I felt the gender and MOS more at Fort Lewis than any other location that I have been at. I am tough but I am not completely male tough. Having all those life roles, Soldier, linguist, daughter, wife, make these choices very difficult.

Demetria (MI-02) stated:

Sexual harassment and changed. Men are intimidated by strong women. One upmanship, fathers, husband, etc. 'Gender Roles.' Everyone wants to be number one. Perceptions that standards don't change. Women in the military learn how to take care of themselves, they know the biological factors.

Construct of Inclusion–Category 4: Our Participation. Inclusion for this research study and these active-duty women in MI and CC fields consisted of transformational engagements and teamwork principles. Inclusion (IN) is being a part of, a full participant, and member.

(IN1) Transformational changes are not a new concept for the military. There have been major changes throughout the Army history. It will be the actions, behaviors, and cultures that need to be and can be transformed for full gender integration. I think that any organizational change process should consist of opportunities for the workforce or the human capital to get information through their personal experiences, reflections, and critical analysis.

I am addressing this as a keeping oneself aware during organizational changes. What I mean by this is organizations tend to look at the whole organization when dealing with changes whether they are for individuals, groups, or social context instead of focusing on the self-awareness, self-concepts, self-esteem, and selfless service for everyone. I came to this conclusion and review based on my personal experience and the revelation about how our DOD organizations have dealt with and deal with changes and mission needs.

If an organization does not address the “self” aspect, the impacts from fear which is the loss of control, the lack of letting go of the past, and facing uncertainty and newness is highly problematic. I think if organizations address self or person instead of group, they can focus on four key areas for organizational and behavior changes. These four areas for me are learning something new, adjusting to new policies, operating new procedures, and unlearning past habits or processes. When I stop and review what is entailed in an organizational change, these four areas seem like the change items that could best fit each organization regardless of what enterprise, business, field, or environment their specialty is involved. Applying transformative theory to curriculum evaluation, one looks for evidence of critical reflection in terms of content, process, and premise. Content reflection consists of curricular mapping from student and faculty perspectives; process reflection focuses on best practices, literature-based indicators, and self-efficacy measures; premise reflection would consider both content and process reflection to develop recommendations.

(IN2) Engagements whether personal, professional, and in combat are pronounced. Modern warfare has already placed women in direct ground combat engagements with the enemy over the past 2 decades and particularly over the past 15 years in postwar Iraq and in Afghanistan, despite the DOD (1994) policy that excludes women from ground combat. It was

found that the inclusion of women engagement in American military doctrine, policy, education, and training would assist organizations at all levels to understand how women will enhance the organization and develop a better war-fighting team. A clear mission and standard procedure will enhance women's integration and employment. Full integration is a critical capability that can be incorporated into future military operations.

(IN3) Teamwork is a union for the safety and welfare of the parts of which it is composed and compromised. The teamwork definition is the combined action of a group of people, especially when effective and efficient. The concept of a team and of teamwork is at the very core of the Army. Without a team, the Army would not exist. And without teamwork, the Army could not function. Borrowing from Army recruiting commercials, an "Army of One" is made only possible in an Army of many acting as one through teamwork. Implicit in these commercials are the very essence of the Army's structure and the goal of every unit leader, a cohesive team that blends teamwork with individual initiative.

Teamwork is addressed in one's observations, knowing who the knowledge holders are, and why they are most affected by this change, a new team construct. Who knows this information and why it matters and what is the shared knowledge needed to be understood to provide full inclusion? In some recent surveys, more of active-duty Army women than active-duty Army men are concerned with the teamwork requirements and behaviors with the full gender integration policy. These concerns are multiple, procedural, process driven and constructed, so that it reaches all positions perspectives and interactions and is permeated and tied to this research.

Transformational actions for the U.S. military are not a new endeavor. There have been three deliberative bodies established by an external authority to find ways for the U.S. military to

transform. Military Leadership Diversity Commission (2011), Fahy Committee (1950), and Gesell Committee (1962). Transformation requires addressing what the belief is, what the truth is, and what the justification is and was clearly articulated during the interviews for this research.

Erica (MI-05) stated that this change will affect her but not for some time:

Five to seven years or longer to make this transformation and full inclusion. As a society we want everything now to change, but when you are making huge policy changes, reevaluating, Army is consistently assessing our mission and our changes, how do we improve this. Generational changes.

Engagements while most understand in the military it is about combat between two forces, a tactical mission and part of a battle, for full integration efforts it is about military members' interactions with each other in their career fields and how recruitment, access, and opportunity are supported.

Erica (MI-05) stated: "Fully engaged and supportive or I can't imagine them doing this without this support." Teamwork should be not just an integral part for these actively participating in any career field but across the entire active-duty Army organization.

Hilda (MI-08) was asked how this full integration policy has changed for her and she stated:

I want to be able to mentor women who are going in this field because throughout my career, I have been in jobs with only men. I want to help them navigate the "inclusion"; how to interact and carry yourself among all these men.

Asked about what your expectations are for this integration effort, Heather (Cyber-04) stated:

Integration seems more forced, where inclusion is if you want to come you are to really kind of see where we are going, and fully integrate women everywhere in every combat MOS, and give it two years and see where we are and talk to the women and males on the same exact team. I would interview the exact same subjects after two years and see what has happened.

Women, if you had a choice would you get out or stay? Or just look at their retention. You need more women in combat arms to get a feel on where you are going and how it is working. It should not matter about your gender, if I can do you should be able to drag me and get me out of there no matter what. That's war. We are built differently; the physical difference is just simply there.

Hilda (MI-08) stated:

I know just that they are moving in that direction where they are being inclusive of both genders. Cyber is more sensitive to that thing. Could be scarier for more personnel than usual. Inclusive means it is meant to happen, integrated seems like such a business, policy term. If there is not a want from these women, there won't be an inclusion.

Joan (Cyber-03) said: "Inclusion is not dependent on your gender but your body's physical and mental ability. Fortitude and your ability to go on."

Lisa (MI-06) stated:

With our jobs MI and cyber the integration with women has added value to it. We have debates about this, and those that want this are the wild child and I don't think it is a good mix to have women in this. More individualist and physical standards. I have had two assignments: last one with another intelligence agency, stratical (both strategic and tactical).

Our Beginning—Access and Acceptance. During this research after the categories of adaptation, integration, assimilation, and inclusion were revealed, the emergent grounded constructivist theory revealed five narrative dimensions. These dimensions were the result of understanding the meanings and acknowledging these MI and CC women's realities and the foundation for MIT with access and acceptance. I have titled each dimension, uniquely and with meaning relative to the underlying idea and concept based on the participants' thought process, action toward full gender inclusion efforts of the Army, and their interaction with each other and their military service organization.

"Being the Change You See or Want to See." Being the change, you see or what you want to see describes how active-duty women who believe in this change and visibly act to adapt and ultimately transform, not only for their full active participation but for their interpersonal

influences and representations. Women know that their adaptation is more moving from a policy change to an actual full military inclusion requires changes in actions, behaviors, and cultures. This will require language, respect, and cultural changes that ensure a “See of change.”

Adaptational elements of the behavior for service members requires environmental changes that allow and promote access and acceptance are also needed. Environmental changes are not a new concept for the military. There have been major changes throughout the Army’s history. It will be the physical actions, gender behaviors, and emotional intelligence changes that need to be and can be adapted for full gender integration. If an organization does not address the “self” aspect and the impacts from fear which is the loss of control, the lack of letting go of the past, and facing uncertainty, then this newness is highly problematic. This is important because without core and experiential philosophical changes, the environment will not change in depth but on the surface only. Lisa (MI-06), when asked how this change affected them or has it, stated, “It will take at least 5 to 7 years or longer to make this transformation and full inclusion occur.” Transformational changes as mentioned in the literature require time for this to happen and to be completely successful.

As a society, we want everything to change now; but when you are making huge policy and organizational changes, reevaluation and consistent assessments of mission needs and fluid improvements are needed. Ida (MI-09), who highlighted why environmental generational changes take time, was clear on why this is the case and described: “I think this is going to take at least 5 to 10 years. I am married to one of those males (against women serving in direct arms fields). It is generational. To move out or adapt.”

An indicator or discovery that I call “Say it isn’t so” and the language changes intergroup relations and one’s confidence. Language is not just the military vocabulary but the gender

connotations that can be associated with this language. Language can also be considered negatively such as a salvo, a barrage of words as to why and how this is a problem but can be turned into a positive. Spelling, punctuation, and terminology can be and are being modified to promote acceptance. Such phrases such as Silly Sally and cry like a girl matter and impact how one responds and what perceived place they have in the organization. The language of the organization can reflect the organizational values and views. Anna (MI-01) said that factors that could inhibit this transition process for them personally to move into this combat arms would be the language stereotypes. Perceived or blatant negative word usage will not help the situation but will fade over time with more women participants. Previous research has the Army almost always using gender not sex for discussions, lexicon, and vocabulary do matter or is the specific rationale for this terminology.

The second category of integration emerged from their perspectives on language and being heard was very critical for them. Words, tone, and intent matter and being able to not only withstand comments made that would be negating such as cry like a girl but having the discipline to change and overcome the negative language use was very pronounced in the discussions with these MI and CC field women. Participants stated: “But in any job, civilian or military, I can feel we have to repeat ourselves sometimes to be heard, or males talk over you, or repeat exactly what you say, but it gets attention.”

It takes long because females must show and take on these missions. There is still a problem with sexual harassment and assault. Even with MI and Cyber. These new opportunities for women will expose them to jobs that are inherently testosterone filled jobs. These men tend to be crasser. It is going to take time and training.

Respect is exemplified and modeled by the leaders and behaviors create assimilation and followership by the Soldiers and fellow teammates. Being like you, when respectful and inclusive, is contagious for the team and group. Women expect leaders to model respectful and

professional behaviors. They expect leadership to be respectful, because masculine culture within combat arms teams is evident and dominant full gender integration is a cultural divide that requires a cultural bridge. The culture must be accepting and supportive. Masculine culture is always associated with these combat arms and direct combat teams and has been dominated and understood by U.S. Army active-duty women.

The Which Craft of War—Gender Matters. Gender matters because one's gender as defined is either of the two sexes (male and female), especially when considered with reference to social and cultural differences rather than biological ones. The term is also used more broadly to denote a range of identities that do not correspond to established ideas of male and female. However, the sex of these women is female, and this full-integration effort is about their sex not the gender and even if the grammatical gender is only very loosely associated with natural distinctions of sex, this is how they address it.

Women Warriors. Today's Amazons, which can describe these Army women, particularly those who will pursue combat arms positions, understand that they have a reduced window for peak physical fitness, and these aspects of strength and stamina create additional boundaries and limitations based on the shortened timeframe. The physical aspects such as training and preparations, cutting their hair, increasing their muscle mass, their heights, speed, and strengths, or biological determinants are at the center of their decision and participative levels in the full gender integration of women in combat arms. The cleanliness and hygiene for these women is important and must be planned and prepared for no matter the place. When and how they must adapt their relationships and their environment is a critical need for their cleanliness and hygiene even in austere environments.

The best person concept is needed and what women understand is the required need for the best American military might. Mutual and beneficial gender engagements are critical to this best military understanding. It was found that the inclusion of women engagements in American military doctrine, policy, education, and training would assist organizations at all levels to understand how women will enhance the organization to develop a better war fighting team.

Tell me the mission, was the premise for these women about how they must be prepared for the positions and opportunities the take. Katie (MI-04) stated about knowing the mission: “But I don’t know a lot, but I remember reading about the women graduating from Ranger School.” Katie (MI-04) also stated:

I still am not sure how I feel about it. I have seen some “Bad Ass” women do some awesome things but there are some women, myself included if I must follow the male standards, I probably would not make it. Those are the standards, one set standard for job and mission requirement. They have all heard the discussions on females who can’t do this, shouldn’t do this, women are too emotional, physically weak, men demand too much, etc.

These MI and CC field female Soldiers emphasized that a women’s engagement and active participation requires a clear mission and standard procedure that will enhance women’s integration and service employment options. Full integration is a critical capability that can be and should be incorporated into all future military operations with the result and mission directives fully addressed.

Gender, the stereotypes of a weaker sex, maturity, and the male and female biology factors are being used as divisive measures or additional evaluative measures for full gender integration. These factors need to be addressed head on. Any environment that you will have people hitting on you; you are part of the family. Once they complete training together, they are part of the team. Demetria (MI-02) stated, “Quite powerful for a woman to tell a man you are out of line. Seven women out of ninety during warrant officer school training.” Another participant,

Felicity (Cyber-02), stated that men and overall, in the American society, view women as nurturers because we are but men can be anything they want to be if they can do the job.

The Idolized Male. The Army's does have a masculine culture and emotional expressions of fragility/weakness connotated with women (such as cry like a girl) are utilized in demanding masculine environments in abrasive, damaging ways. This was extremely evident in some of the drawings these women did when asked to draw or describe the U.S. Soldier. An example is Figure 3 from Carol (MI-03) and Lisa (MI-06).

No "I" in the Army Team. Teamwork makes the Green Work; Teamwork is a positive command climate. These women have the will, the rationale, and the militarized and mental toughness, know it, and want to share it. Emotional intelligence is the will, rationale, militarized, and mental toughness. These women are capable, supportive, and want to mentor. They are going to have to prove themselves, physically, mentally, and emotionally. They must handle themselves but must be given the opportunity; gender stereotypes matter, but they are a team male and female are just biology aspects, but membership in the team for the betterment and need of the mission and military service is what matters.

Betty (Cyber-01) stated:

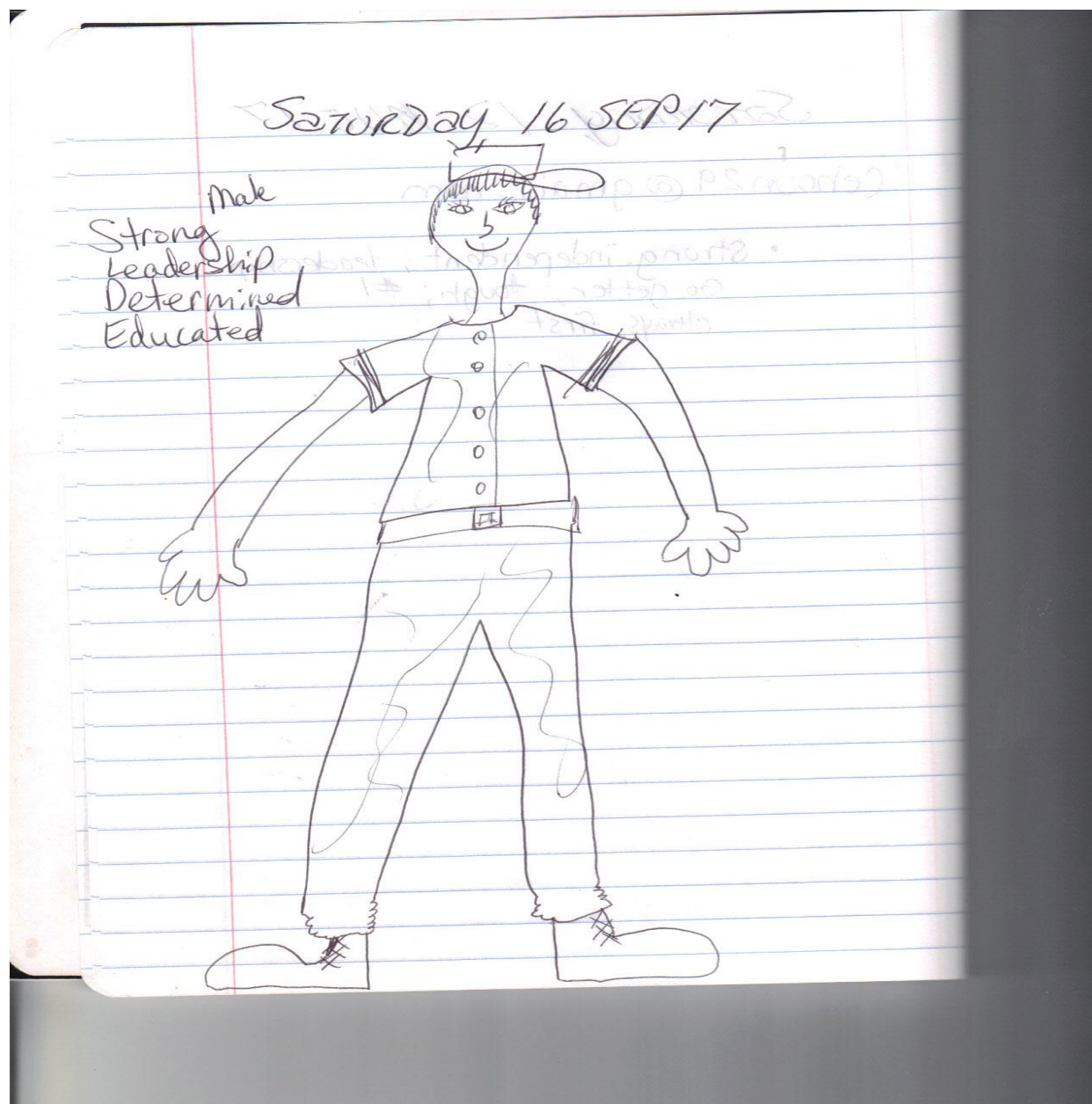
Being short. (Really) Yeah, I am 5'2". (Because of the physical requirements?) Some things I can't reach and having to rely on a Battle Buddy to reach something was difficult. Everybody has the same load and what not, and it is what it is.

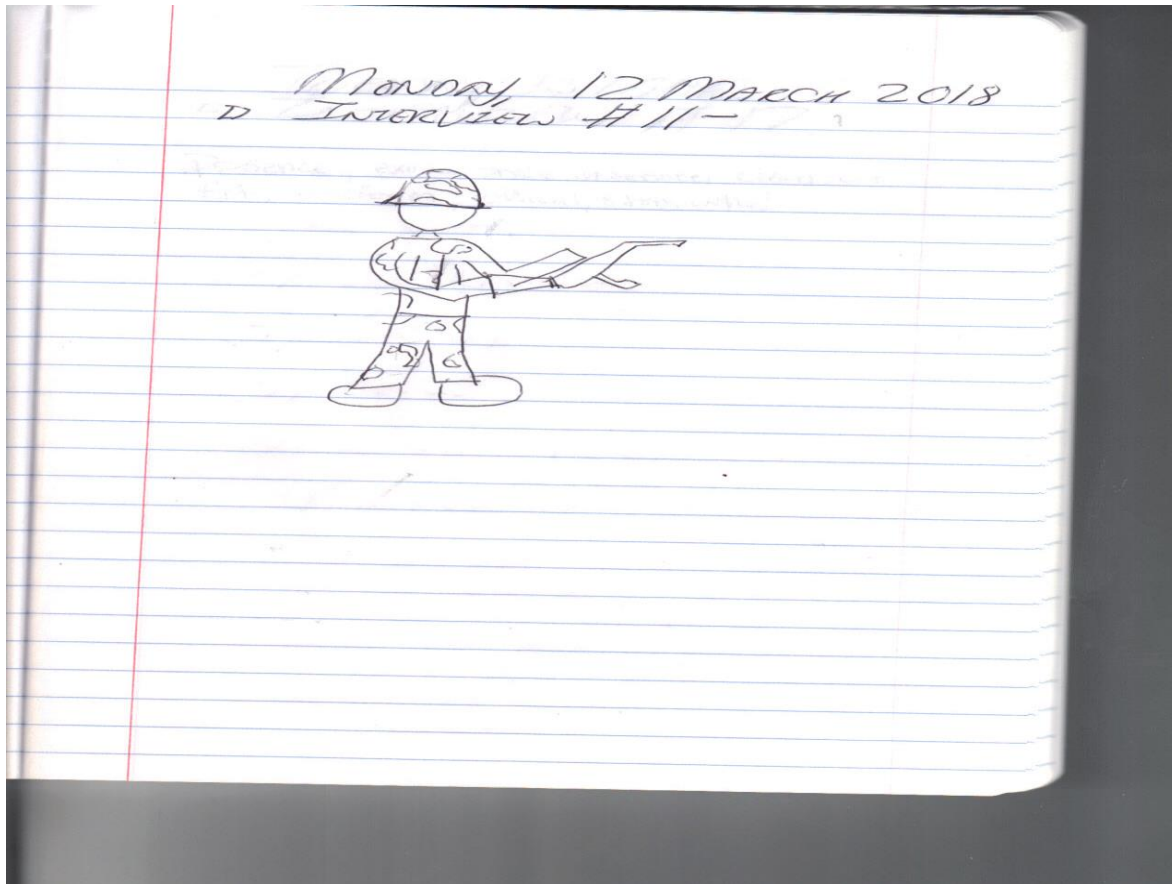
If women want this full opportunity, they must meet all the standards and be ready for the full participation requirements. Hilda (MI-08) said:

So, for combat MOSs you must have higher standards; some people have brought up modifying or unifying standards and if you do that, you lower the standards to me another gender and that is not fair. You must be able to carry on regardless of your gender if the mission requires it. If you train for it, women can do this. The Army shouldn't adjust the standard. It's going to take time and a lot of training.

Figure 3

Carol's (MI-03) and Lisa's (MI-06) Drawings of the U.S. Soldier





Erica (MI-05) stated:

Everybody makes a difference and I know it sounds corny, but I do feel and know I have made a difference for our national security, and it is rewarding to know I make a difference. A sense of pride in what you do in service; wouldn't get the same fulfillment in the civilian world. My family has been extremely supportive. You need that.

Battle Buddy are roles they appreciate and will allow them to complete and be fully accepted teammates. I've got your back is the understanding on how these intergroup relationships will address and how their connections to not only each other, their professional relationship, but a woman's participation into these combat arms fields and careers. "We" are the best team. They are crucial members of this learning team, and they epitomize and emphasize that they only want the "Best Person Concept."

Caring for you and your caring for me is the Army mission and makes the mission successful. Learning teams are also about being responsive and mentoring and teaching each other for the betterment of the mission, organization, and each person. Heather (Cyber-04) stated:

These learning teams require lots of feedback for change and growth. People can see how you support the mission and each other; this is a very rewarding profession and I have had not so good experiences but based on leadership not gender. I have found that the men have been better mentors during my career, that don't speak to you about the female aspect but the mission, your professionalism, and service. Need to assert yourself.

Lead Me, Don't Label Me. Women want to be accepted only as Soldiers doing their jobs, and for expressions of worry and reticence of sexual assault to be treated not as a female or male issue but as a moral issue. It is leadership responsibility to ensure a moral, positive command climate of safety, trust, and respect for every Soldier—regardless of gender so every Soldier can thrive and reach their full potential.

This category inclusion highlighted why these women wanted to be accepted only as Soldiers doing their jobs. Leader models and move their team and organization mentally, physically, and socially. One participant, Joan (Cyber-03) stated:

I expect them to keep the standards, if you want women in these roles, these women are expected to perform at this level. Because as a person on a team, if I am going out, I better be able to pull my weight. No exceptions and no excuses.

These women expect the Army and DOD to not just have a policy but address the process and leadership. Erica (MI-05) stated:

I know that is open and you can submit packets for those of us already in and senior they were trying to get more of us, senior NCOs, warrants, etc. to transfer over. You need that leadership more integrated and a part of this. I know full options are now open for enlisting, commissioning in these roles if you meet the qualifications. One of my female college alumni just completed Ranger School a couple of weeks ago. This has only been active for a couple of years, and you need to be methodical in the process, meet qualifications, have proper oversight. I think it is good of not trying to rush this, no quota

is a good thing. You don't want the wrong individual's going just to meet this; it could discredit the readiness, effectiveness, and of course the morale.

These women expect fair and supportive treatment from the gatekeepers and personnel leading these organizations. Leadership requires their mentoring, support, presence, and modeling. Felicity (Cyber-02) said her leadership had been so supportive: "I expect positive support and even though I have been in a short time, I am surrounded by men, and they are so supportive." She stated that she is a mentor but: "My age has had people looking at me as a mentor or even as a mom. I also expect a fairness to this process."

I would probably make a team of recruiters that would address this, male and females who have completed this program, and this was also a recommendation from one of the interviewees who stated what better way to recruit participants than to have an actual participation discuss the integration and inclusion in this full gender integration. Allow them to advertise and address physically what they have done, new social media demographics, videos, twitters, during the process not upon completion. Women's groups—open groups publicized.

A Soldier in Arms. The final category that emerged was the inclusion aspect that must be predicated on the transformational, engagements, and teamwork values. Women will go along to get along but perceive there will be limits and expect a strong shift in language usage for respect to be fully given to them as Soldiers in Arms. They expect to see a lot more women in these fields but not as many as the rest of society or other organizations would imagine. If standards are not changing, again there will only be a few that can make this. Anna (M-01) addressing her Soldier in Arms' expectation stated that she was "Hoping that we don't hear about the men, hating on the females choosing these fields."

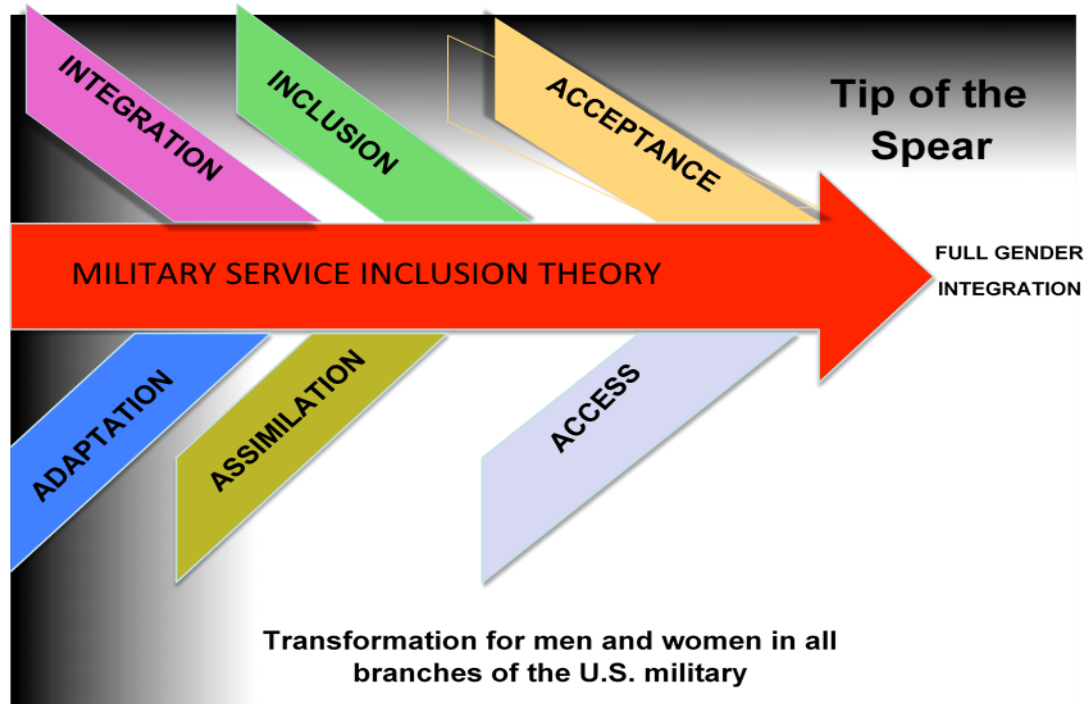
The place I am in and where I am: This phrase seemed to highlight a transformational process, both men and women, to really be the concept that could provide and promote their full

inclusion while allowing them to be fully engaged and a complete member of the team. The ultimate result for being an inclusive member is having mission accomplishment in service to and for our nation with opportunities to be mentored and mentor our military service members and our personnel.

Erica (MI-05) stated: “I have found that the men have been better mentors during my career, that don’t speak to you about the female aspect but the mission, your professionalism, and service” and “People can see how you support the mission and each other; this is a very rewarding profession, and I have had not so good experiences but based on leadership not gender.”

Military Inclusion Theory (MIT)–Our Membership. The MIT in military service fields is predicated on four pillars that are adaptation, integration, assimilation, and inclusion and stand on a foundation and base of acceptance and access for all military service members. This MIT will be the process, action, and transformative measure required to full gender integration in the U.S. Army or DOD for that matter.

Military strategists and historians often use the term “tip of the spear” (Figure 4). MIT provides a fundamental process and constructive plan to create a full gender integration organization that enables the finest fighting force in the world to become stronger and more adaptive with the most qualified military members. It refers to a combat force that is used to puncture the enemy’s initial lines of defense, to be quickly followed by concentrated forces that destroy any remaining threat. The direct arms and combat arms espouse this term in a relationship analysis with the MIT based on inputs and foundations of adaptation, integration, assimilation, and inclusion with access and acceptance behaviors and requirements.

Figure 4*Tip of the Spear***Conclusions**

MIT is the framework and adoption of military service core values and the influence these values enforce or act upon. An integral part of this influence is to ensure military readiness and mission accomplishment and truly be reflective and representative of the nation and people they serve. This military service inclusion is not simply an integration theory about including gender, societal, and national acceptance measures but being allowed equal access, and acceptance simply because of your profession of arms capability and participation. Also, as part of military science fields, this theory addresses the greater good, discipline, self-sacrifice, and

strength. This is the will coupled with the physical/psychological decisions taken by Soldiers to achieve mission accomplishment and service inclusion for all members.

The great advantage that military organizations enjoy over other human pursuits is that they only episodically can practice their profession. The great disadvantage that military organizations confront is that they only episodically can practice their profession. There are five branches of the military: Army, Navy, Air Force, Marines, and Coast Guard. This research addressed the specifically active-duty Army. The Coast Guard is a member of the homeland security division of the military, and its policies on female leadership inclusion and career opportunities differ from the other four branches of the armed forces. Unlike other human organizations, military forces in peacetime must prepare for a war that (a) will occur at some indeterminate point in the future, (b) is against an opponent whom they may not yet have identified, (c) is in an arena of brutality and violence that one simply cannot replicate in peacetime, (d) involve a range of new technologies, employed by all the combatants and adapted to the conditions of the battlefield in different ways, and (e) is under political and sociological conditions that one may not be able to predict (Murray, 2009). These factors together inevitably present military organizations with a set of intractable and difficult challenges. But it is the last one that makes their task especially difficult.

As of 1 August 1, 2019, more than 1,200 women have been accessed into infantry, armor, and field artillery since 2016, and gender-integrated infantry and armor units are currently deployed, but women comprise 14% of the army. This research revealed four key concepts and categories as pillars and foundational links for their interpretations of a MIT and ultimately greater, full participation of women in all Army career fields, even combat (direct) arms fields. These four areas are (a) adaptation, (b) integration, (c) assimilation, and (d) inclusion. The

addressment of access and acceptance in the MIT creates a significant relationship to the practical and current implementation of women in combat arms.

Discussions

This chapter includes a summary and interpretation of my research findings, arranged according to my central research and three key questions. Policy implications and implementation for full access and acceptance and recommendations for active participation for women in combat arms are also considered and addressed in this chapter. Finally, I address the limitations of this study and present suggestions for further research formulated on the findings, results, and overall expectations from my research.

The purpose of this grounded theory research study was to explore and explain the perspectives, experiences, and expectations of full direct (combat) arms service and participation opportunities for MI and CC field active-duty women. To better understand how these active-duty women understood the U.S. Army's full integration efforts and its impact for them and other Army service women while actively serving and participating in military service career fields, I interviewed 13 active-duty MI and CC field women for this study. None of these women stated that they would currently be willing to transfer or actively participate in combat (direct) arms career fields or professions. However, they articulated how they are personally experiencing this integration process and that they are full supporters and advocates for full gender integration.

For the first time in its history, the U.S. Army has truly embraced and prides itself on being a meritocracy, where those who serve are judged only on what they have to offer to help defend the country. For these women, their interpretation of this reality is in flux and is constantly changing over time. The decision to open combat jobs to women was considered groundbreaking, not only because it expanded the roles women can take in the military, but also because it now opened more opportunities for women to advance and lead from the highest ranks

of the military. As the evolution of women in the military continues, the United States is on a powerful track towards fully leveraging the capability, intelligence, and influence of female military leaders.

During the 20th century, it may have seemed quite sensible to men, women, and overall, the American societal expectations and was traditional and the accumulation of difference that promoted societal gender concepts and norms to exclude women from combat arms careers in the U.S. military (Minow, 1990). Every generation has advanced a change in the perceived roles and morals of what a woman's place is in not only society but in military service professions (Gilligan, 1997; Parsons, 1951). This required a transition from selfishness to moral responsibility and was a move towards social participation. Morality is a matter of sanctions imposed by society and this is a factor for the full gender integration in the U.S. Army society (Gilligan, 1997). One is more a member than a citizen with moral judgment and reliance on shared norms and expectations (Gilligan, 1997). Women become and validate their membership role through their adoption and assimilation of societal values (Gilligan, 1997). Minow (1990) stated that equality of treatment is different than equality of result; these differences or shifts are a function of relationship and the accumulation of experiences and policies or norms.

This research highlighted that fact that the shift is not only about a transition for policy inclusion in combat arms but broader changes towards full-service roles and involvement for today's U.S. Army women and future U.S. Army women generations. Full-service military inclusion requires access and acceptance behaviors of support and equality by women throughout their careers and professional growth with the processes of adaptation, integration, assimilation, and inclusion for total service inclusion. My research revealed four key constructs and foundational links for interpretations of a MIT and ultimately greater, fuller participation of

women in all Army career fields, including combat (direct) arms fields. This means that these women integrate with a process and procedural expectation linked to significant philosophical, physical, social, and cultural changes and transformations. These women said: We need to adapt, integrate, assimilate, and ultimately be included to ensure full military service inclusion. Addressing access and acceptance in the MIT does create a significant relationship to the practical and current implementation of women in combat arms.

These women appreciate their obligations and military service opportunities with the social reality and ideology differences of women in combat while they are promoting and supporting the U.S. Army full gender integration policy. The women in this study deeply recognized that depth of expertise and amount of physical and strength level is job dependent and required for full operational attainment in these combat arms fields. These women have an honest holistic assessment of who they are and where they are in their profession, career, and corporeal levels.

Constructivist grounded theory starts from the belief that knowledge is constructed from experience, not preexisting to be discovered (Glaser, 2007). I began this constructivist research with specific questions on the substantive issues regarding the what, how, and why active-duty MI and CC field women understand, relate, and respond to full-gender integration policies and processes for the U.S. Army. As a constructivist researcher, who is a former MI Soldier and current CC civilian, my concurrent data collection and analysis gave me a unique theoretical sensitivity to this data. I had experienced exclusion in the military from the moment I joined in 1986 as women were excluded from all combat arms fields, and I was told by male Army leaders that women had no place in the Army period and our presence was an actual detriment to the U.S. Army organizations and missions. This was even more shocking to me when I learned that

women were required to have a high school diploma or a General Educational Development certificate plus 15 hours of college credit, but men were accepted with only a General Educational Development certificate.

Additionally, as a U.S. CC field civilian, I have experienced a new choice for service, but the cyber active-duty participation from women is still very minimal and still very male-oriented after 10 years as an Army military career field. I term the grounded theory framework that emerged from this study as MIT. An MIT can be defined as the equality of access and acceptance behaviors modeled throughout the stages of adaptation, integration, assimilation, and inclusion for all members in the armed services. This MIT will require an intertwined transformative learning theory coupled with persistent active reflective practices. Transformative learning theory seeks to explain how humans revise and reinterpret meaning while effecting change in their frame of reference or behavior (Taylor, 2007). A frame of reference defines our view of the world. For the Army combat arms fields this has always been about men, a brotherhood in arms, and the male bonds and male emotions that they have shared for their service and occupations. Mezirow (1997a) described how adults tend to reject any ideas that do not correspond to their values, associations, and concepts.

According to Mezirow (1997b), our frames of reference are composed of two dimensions: (a) habits of mind and (b) points of view. Habits of mind influence our point of view and the resulting thoughts or feelings associated with them, but points of view may change over time because of influences such as reflection and feedback (Mezirow, 1997b). This is exactly how transformative learning takes place with focused and persistent reflective practice and engagement. The transformative learning for access and acceptance for combat arms women will need to take place by discussing, a discourse, with others the “reasons presented in support of

competing interpretations, by critically examining evidence, arguments, and alternative points of view” (Mezirow, 1997b, p. 5). When circumstances are changed to allow and promote full access and acceptance, full gender integration efforts processed with adaptation, integration, assimilation, and inclusion for combat arms transformative learners will move toward a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience (Mezirow, 1997b).

Interpretation of Findings

This section presents the interpretation of the findings addressed in Chapter 4 from the participants perspective within the bounds of emergent theoretical framework of MIT. Key literature on theoretical framework structures in moral, gender relationships, transformational, military theory and strategy theory, and critical reflection theory with reflective practices are also identified within the bounds of MIT. The central research question of this study was: What are the expectations of full U.S. Army integration of these active-duty MI and CC fields? This study had three key interview subsequent questions: (a) Would you select or not select these new combat arms opportunities? (b) Why is this full gender integration policy and effort important or applicable to you? and (c) What role do you perceive or anticipate will be your place in the U.S. Army with this opportunity? Interpretations of the findings for each research question were also linked to current literature within this section of the chapter. As interpreted and analyzed by Clausewitz (1818/1976), the viewpoint can be seen today “just as every age has its own kind of war, every Warrior,” (p. 97) whether men or women, “has their own kind of fight” but “every age has its own kind of war, its own limiting conditions,” (p. 97) and use of fighting forces and reacts on all other possibilities to settle at a new level for victory. This

is also realized in context of the fight between women vs. men, combat arms vs. combat support, or even just and us vs. them mentality.

Transformational Membership Changes

The practical applications for full-service gender integration requires commanding changes for the U.S. Army at a deeper personal, individual, and collective membership. These actionable changes require more than policy implementations and procedural guidance. These changes are going to take a long time and will require addressing reflective critical thinking, behavioral loops, or changing oneself during their leadership development. Previous research and processing have been geared towards the physical aspects or factors towards the barriers (TRADOC, 2015). A policy and procedural mandate or guidance does not always create the depth or the desired end state that will promote full gender integration access and acceptance for transformational changes and full opportunities.

Army transformation is about changing behavior and a commanding a new way of thinking. Transformational and change theory, leadership development, learning theories are necessary for these commanding changes. According to Bass (1990), transformational leadership occurred when leaders broaden and elevate the interest of their personnel, when they create and embody awareness and acceptance of the purposes and mission of the group, and when they motivate their personnel to look beyond their own self-interests for the good of the group. While Tichy and Ulrich (1984) acknowledged that transformational leaders help an organization develop a new vision, gather support and buy-in from stakeholders, and guide the organization through a transformative phase, these new transformational leaders can also create something unknown or different when this was not there before, which is creating something new out of something that was not there

before (Edlund, 2008). A crucial application for this can be the creation of high-performance work teams. Societal, institution, cultural, mental, and structural transformation must occur for changes in female membership.

A previous program called “Team Lioness” refers to the FETs developed in 2009 that the Army and Marines used in Afghanistan to achieve access to Afghan females. The women were previously an untouchable segment of half the Afghan population, as any interaction with men outside of their families was considered culturally inappropriate (Pottinger et al., 2010). These were U.S. Army women Soldiers who were used to respect local customs regarding the prohibition of men touching or searching local women during operations in Iraq and Afghanistan. Team Lioness, considered one of the forerunners of the now official FETs or combat support teams, went out and distributed information to local women and families and gathered intelligence. Women currently make up 19% in the Army as of October 2019; but in the combat arms fields, the attrition rates for active-duty women have been out of 1055 assessed and 653 completed, according to U.S. Army. However, Special Forces and Ranger failures were (a) assessments, (b) selections, and (c) injuries.

The personal actions, reactions, and relationships at each level of participation for both women and men will require transformation to enable changes that are new for both genders (Edlund, 2008). Our truth may not be considered objective but linked to our social constructs, which the use of language permeates and defines our constructs. There is a variable that details biology, concept, precept, and the theoretical concepts. These transformative efforts will take new learning, new leadership roles, and cultural shifts and changes. The implications are that if these commanding shifts in actions do take place, not only are the policy and procedural actions and implementation but full belonging then

greater equal and accepted membership participation will not occur. The implication if these interpersonal and intrapersonal changes and shifts do not take place is that full gender integration participation and service will be minimized or there will be a simple policy statement with no practical applications or participations.

Changes for Moral Development

Leaders and Soldiers will require and need additional moral development. Moral development is different in a new environment, a gender-integrated combat arms field and a unique and strong moral character development is required for these new genders integrated standard bearers. Creating these behaviors can be predicated and embraced by enforcing and ensuring the Army values of leadership. These values are loyalty, duty, respect, selfless service, honor, integrity, and personal courage (U.S. Department of the Army, 2019). The military needs to inculcate its members in essential moral and physical interactional traits that will shape the institution and individual behaviors, norms, and beliefs in the desired end-state. However, inadequate moral development will negate inequality and reinforce separation in accesses and acceptances. Gilligan (1997) developed the thesis that women define themselves through connection with others, so that their moral imperative is one of responsibility and care for others. This connection to and understanding of their moral imperative would be an instrumental part of the full gender military moral development process and ultimately provide unique moral development for male military members (Gilligan, 1997).

Action-oriented participation without moral development will make it difficult to create cohesive teams when though moral development can be one of the most difficult behaviors to change or transform. Moral development requires leaders to personally understand, exemplify, and inculcate not only compliance but understanding, maturity,

and adherence or enforcement of morals. Therefore, Rawls (1971) moral theory and moral justification describes that people make their moral decisions from a process of reflective equilibrium and this will be a necessary moral development application for the U.S. Army. Reflective equilibrium challenges and contradicts one's principles that they have viewed as absolute when met with moral and personal dilemmas. Rawls (1971) agreed with Hume (2007/1740) when he stated that principles about justice are in our basic nature as human beings. For a society to be able to exist that bases their laws and political beliefs of justice, there must be balance within society. This is the basis of the whole idea of a social contract between individuals in society. We make agreements that are based on our ideas about justice from these principles and use our reflective equilibrium to know when it was appropriate to apply one principle over another principle.

Piaget's (1971) theory of cognitive development does make sense of how our biology does determine how we learn. Disabled persons are an example of this, but they are all still part of the human living moral system. Soldiers will need to identify this moral development self-reference with the full gender inclusion knowledge and circle back with their reflections for moral changes. Piaget (1977) also emphasized that one's language is about knowledge and leads to acceptance and access for a coordination of an action. Other key theorists who would provide change and expand on moral development are Lawrence Kohlberg, B. F. Skinner, Carol Gilligan, Judith Semtana, and John Dewey.

The implications of providing a moral development program and active practice is that the service members and leaders will represent and achieve virtuous, equal behaviors for all members in their interpersonal and cultural and professional fields. If this is not accomplished, separation, lack of cohesion, and lack of full gender participation will

occur. Also, the potential for discrimination and unethical or even destructive interactions could occur.

Changes for Military Theories and Military Strategies

Current military theories and military strategies do not provide the analysis or a set of ideas in the pursuit of full gender integration actual participation and inclusivity. There have been many military theorists and strategists throughout the generations, but key analytical tacticians learned have been from Clausewitz (1818/1976), Tzu (1994), Brodie (1959), and Boyd (1987). However, Post-Cold War, after the 1990s, with insurgent's warfare, terrorism, and network warfare has made unique and diversified military strategic and theoretical changes for the U.S. Army conventional forces. But military theory and military strategist theories have always been predicated on "men" winning wars.

This new MIT provides a significant and necessary transformation for the U.S. Army when implemented and practiced on not just men winning wars but a fully gender integrated force deterring and if necessary winning wars. Military theory is most valuable when it is used to analyze and critically assess all the components and elements of warfare. A full military integration, military service by women and men in all fields, is a critical component and element of warfare. War is an extremely human endeavor and for the U.S. Army full gender integration will require new human leadership components and analysis at all levels.

Even current military theories and strategists continued use of historical and sound military practices do not address an integrated full gender component and conceptual framework for warfighting and military service. Addressing the character and components of war based with full gender participation is lacking. Clausewitz's (1818/1976) military

theories and strategies require a way of thinking based on past, present, and future developments, and capabilities for leadership changes.

Essential elements and behaviors are necessary for the successful conduct of future wars. It provides depth and breadth to commanders to secure all five spectrums of warfare, by both men and women in the U.S. Army. These spectrums of warfare are land, air, sea, space, and cyberspace. These military theories and strategies will not be just about teaching each, but all personnel must be constant learners, learning it through their different experiential research. These learning practices and systems embrace changes and differences between theory, strategy and ultimately applications.

The changing face of warfare includes the fact that women are part of the winning component and successful equation. The implications for this are reevaluating and reanalyzing the old or previously used military theories and strategies with a gender inclusive lens to ensure the best military efforts, and members are utilized for the surety of deterring wars or winning wars if necessary. The negative implications will be that the true military might and effectively accomplishing the mission may never be achieved.

Changes in Expectations

Active-duty women in the MI and CC fields have profound and unique expectations for themselves, military men and women, combat arms units, and the U.S. Army organization. Just as every age has its own kind of fight, every warrior has their own kind of war. The option and regard to expectations in the military service meritocracy will allow diversity for mission accomplishments and promote more women and men who are smarter and better equipped for these positions. A unique aspect of this is an expectation that without action, it is simply a thought or an idea and not a practice or application. The actions that the military needs to do are not only to communicate this goal but actively

serve and visibly promulgate the expectations. This is about the now but must address your past, my present, and our future perspectives for Soldiers in the U.S. Army.

Our truth is not just an objective for social communities, but we have these social constructs and are social constructions in the way we process expectations and how we participate. We participate in concepts that start experiencing that idea and action that does become our reality and our learned experiences. Key theories from Moreno and Yung described action sciences, interpersonal relationships, social network analysis, and research into concepts and then into practices for these social expectations and social contract theory that will benefit military service and full gender inclusion efforts. Moreno's (1985) theory of interpersonal relationships highlights that love and mutual sharing are powerful, indispensable working principles in group life and how these expectations serve the overall good and benefit for everyone. Therefore, it is imperative that we have faith in our fellow man's intentions, a faith that not only transcends mere obedience arising from physical or legalistic coercion but also a faith in our nation, our citizens, and our democracy.

Archetypes are universal, inborn models of people, behaviors, or personalities that play a role in influencing human behavior. They were introduced by the Swiss psychiatrist Carl Jung, who suggested that these archetypes were archaic forms of innate human knowledge passed down from our ancestors. The shadow is an archetype that consists of the sex and life instincts. The shadow exists as part of the unconscious mind and is composed of repressed ideas, weaknesses, desires, instincts, and shortcomings.

The shadow forms out of our attempts to adapt to cultural norms and expectations. It is this archetype that contains all the things that are unacceptable not only to society but

also to one's own personal morals and values. It might include things such as envy, greed, prejudice, hate, and aggression.

Another expectation is that there will be a larger pool of highly qualified combat arms Soldiers as some women will be better than males. Active-duty women in the MI and CC fields have profound and unique expectations. The concepts of expectancy theory and linked research terms “emic” and “etic” provide a unique opportunity for these expectations to be considered. Research on the etic are studies of cross-cultural differences, whereas ‘emic’ refers to research that fully studies one culture with no (or only a secondary) cross-cultural focus. Key theorists who provide valuable insight for these expectations are Pike (1967), Watson-Gegeo (2006), Vroom (1983), and Bandura (1986). Emic and etic constructs align with “insider” and “outsider” perspectives of ethnographic technique. Ethnographic techniques have a long tradition in grounded theory studies; in this study they were used to increase theoretical sensitivity to guide theoretical sampling. The implications are that women have strong expectations, not only for themselves emic insider, which emphasizes the insider thought process, as Soldiers, but for the male Soldiers, combat arms cultural, and overall service culture and behaviors. The negative implications are that both insider and outsider expectations may not be actioned or even addressed, and this will lead to lack of full gender integration implementations as well as access and acceptances.

Commanding Changes

Full gender integration for the U.S. Army requires commanding changes in norms and actions towards and with women participating in combat arms, what is required from them, what is required from current combat arms participants, and how the Army views them. Commanders will have new participants in their units, and this is not just the

women, but the leading men have never worked in the same field with them. Commanders cannot be waffling such as Former Secretary of Defense Jim Mattis in September 2019. He stated, “Regarding women serving on the battlefield, “I’m not against the issue intrinsically,” he said, but added that more leadership guidance is necessary to implement such a major cultural and societal change” (Military.Com, 2019, p. 1). They must be confident accepting supporters and leaders. Commanders will need to not just adapt to their combat arms environment but provide and promote adaptation and acceptance to all those who are now included in that environment. Full gender integration for the U.S. Army requires commanding changes in norms and actions towards and with women participating in combat arms, what is required from all of them and their institution. Commanding changes will require modeling and exemplifying behaviors with key theorists such as Bandura (1986) and Pettigrew’s triangle that described how organizational leaders can command change and be change agents through the context, content, and process for full-gender inclusion in the combat arms fields.

Military theories and strategies require a way of thinking-based change theory. All commanders will be required to be change agents. These commanders will exemplify behaviors and put the needs of their organization and the Army over their own. They will model norms and inclusive behaviors. You are a leader first and there are less than 2% of Army active-duty women still currently in combat arms; 601 women in the infantry, and 568 in armor as of June 1, 2020. It will take much longer to grow leaders.

The implications for these commanding changes are two-fold simultaneous actions for the top-down policy mandate and from the bottom-up team and unit implementation of acceptable and professional norms and actions. The negative implications of commanding changes not taking place is the policy is not practiced and women in combat arms are not

accepted or simply do not participate. Other implications are that women are minimized in their participation, there will not be any created practical applications, and a hollow paper policy only, the Army misses a true meritocracy organization option. Lastly, the best organizations provide the best options for its personnel and organizations taking out better than keeping in simply because they are male.

New Findings From This Study

This study has broadened and even highlighted the need for a pronounced definition and theory for military service inclusion in relation to the Army full gender integration. This theory describes what acceptance and access to combat arms fields and military service requirements are needed to be understood and what the expectations and actual inclusion should be for Army women full-service members. This new MIT provides a significant and necessary transformation for the U.S. Army when implemented and practiced on not just “men” winning wars but a fully gender integrated force deterring and if necessary winning wars.

According to Clausewitz (1818/1976), military theory is most valuable when it is used to analyze and critically assess all the components and elements of warfare. A full military integration, military service by women and men in all fields, is a critical component and element of warfare. War is an extremely human endeavor and for the U.S. Army full gender integration will require new human leadership components and analysis at all levels. This will just not be about instances where eager access and acceptance of the new is coupled, not only within the same organizations but often within the same persons, but maybe met with stubborn insistence upon retaining also much of the old (Brodie, 1959). Furthermore, not addressing the experiences, moral behaviors, societal, and cultural components of women, men, and military organization lacks a critical component analysis.

According to Tzu (1994), the consummate leader cultivates the moral law. He described moral influence as “that which causes the people to be in harmony with them leaders, so that they will accompany them in life and unto death without fear of mortal peril” (Tzu, 1994, p. 64). Three key dimensions of leadership are moral, physical, and intellectual and while all may be difficult to grow and change, the most difficult may be the moral development of leaders (Thomas et al., 2011). Military physical leadership attributes of courage, bearing, endurance, and even appearance, can be developed through disciplined training (Thomas et al., 2011). The intellectual aspect of leadership can be cultivated through intensive study of human nature, warfare and military strategies, leadership and managerial technique, and technical training (Thomas et al., 2011). The moral aspect of leadership—personally exemplifying, embracing, and enforcing moral and ethical conduct in others is far more difficult to develop in leaders and requires a more practical, critical, and reflective approach (Thomas et al., 2011).

Despite generations of highly publicized moral/ethical and even criminal failures on the part of its military members, such as My Lai Massacre in 1968, Abu Ghraib Prisoner Torture and Abuse in 2003, and DOD Sexual Assault reported cases and exposures from 2003–2011, the DOD does not seem to have achieved a satisfactory method for addressing the moral development of service men and women. By critically and openly reflecting with others, Army leaders and military personnel will better understand how to manage the cultural and social complexities needed to act with moral courage for the full gender integration process and policy to be successful (Hedberg, 2009). MIT is a processed framework design that has emerged from this research study and highlights the moral aspects expected of Army leadership in the factors during access and acceptance throughout the processing of constructs of adaptation, integration, assimilation, and inclusion for full gender integration. This study takes an important step in not

only furthering full gender inclusion for military service members but also highlights changes in military theories, strategies, and behaviors in military gender relationships. My study provided unique insights to a new theory with a set of ideas from new perspectives of active-duty Army MI and CC women with full gender integration service options for direct combat arms units and positions. Research concerning gender and military service and fields has found its function and niche since the advent of the all-volunteer force in 1973 that allowed for many fully capable women to be accepted in the Army. A direct result and benefit of this all-volunteer enactment was the total number of WACs in the Army increased from 12,260 in 1972 to 52,900 in 1978 (army.mil/women/history, 2020).

In 1975, the Army chief of staff approved the consolidation of basic training for men and women when test programs showed that “female graduates met the standards in every area except the Physical Readiness Training Program” (U.S. Army Women’s History, 2020, p. 10) that could be modified without compromising the value of training. Another major advancement for equal standards between men and women in the Army came in October 1975, when President Gerald Ford signed Public Law 94-106 that permitted women to be admitted to all service academies beginning in 1976. In 1980, the first women cadets graduated from U.S. Military Academy, West Point, New York. Since then, women have continued to enter every class there (U.S. Army Women’s History, 2020). Effective April 1, 1976, the minimum age of enlistment of women was reduced to the same as for men, and by October 1979, all enlistment qualifications became the same for men and women (U.S. Army Women’s History, 2020).

By 1977, combined basic training for men and women became policy, and men and women began integrating in the same basic training units on Fort McClellan, Alabama, and Fort Jackson, South Carolina, in September. Similarly, the first gender-integrated class began with the

Military Police One-Station-Unit Training at Fort McClellan on July 8, 1977. Lastly, the need for a separate WACs faded as women assimilated into male training, assignments, and logistics and administrative management. In September 1978, Congress passed Public Law 95-584 that disestablished the WACs as a separate Corps of the Army, effective Oct. 20, 1978 (U.S. Army Women's History, 2020).

Some of the key researchers who have provided insight and theoretical framework discussions concerning women in the military emerged in the late 1970s and 1980s when the issue of integration in a male-dominated institution began to emerge for women in the military are West and Zimmerman's (1987), *Doing Gender*; Rustad's (1982), *Women in Khaki*; Hicks-Stiehm (1989), *Arms and the Enlisted Woman*; and Holm's (1992), *Women in the Military: An Unfinished Revolution*. This historical research provides an unseen connection to MIT in a theoretical framework that has previously not seen as related.

Central Research Question

The central research question for this study was what are the expectations for these active-duty women of this full integration effort? They stated that they would expect to see some women pursue these fields but not as many based on female service members percentage, of 15% (Military.com, 2019). Their reflections and understanding that the entry standards and access requirements into these combat arms fields are not changing so they expect there will only be a few women who can make these combat arms position standards and requirements or will even take this opportunity to attempt service in the career field. But the findings for this research emphasized the access and acceptance as core, integrated factors for the active participation in the full integration for the U.S. Army.

These women described many experiences in detail in which access and acceptance addressed the four key constructs of this research. These women fully expect access to combat arms career field and acceptance considerations and they want to be able to be in the participants, included in the entry or pipeline, in the training and fields for inclusion in the combat arms fields, if they so choose these careers. They understand and reflect upon their self-selection opt-in or opt-out actions. What this means is that women who choose these fields will be fully informed and prepared for the demands, physically, mentally, and culturally in these combat arms fields. This requires not only reflection and individual perspectives on how these career fields need to be fulfilled, but how they would be required to participate and be a part of the combat arms fields. This is regardless of their gender but of their physical levels, skills competencies, interpersonal and teamwork behaviors, and of course, dedicated service to the nation.

They fully expect support from their families, their leadership, and their peers. According to literature of, this support will really require a detailed planning and implementation of a holistic training program to promote and ensure access and acceptance with the process of adaptation, integration, assimilation, and inclusion efforts for all. Training permeates everything a military organization does, and even prior to being included in these career fields, these women anticipate higher levels of not only physical training but mental discipline, respectful treatment, and full acceptance. These women going into these combat missions are not fearful of training and succeeding but are fearful of failing and how they are accepted and permitted access to the team. There will need to be four areas covered and addressed for these training plans to ensure full gender integration in the U.S. Army. Why? These will be the Soldier, the actual requirements, the mission, and location of this training, and lastly the mental and spiritual

motivation. To promote engaged training, research, training in respect and dignity will be crucial for any successful full integration in combat arms participation.

The Army profession requires Soldiers to exemplify the principles in the Warrior Ethos: “I will always place the mission first;” “I will never accept defeat;” “I will never quit;” and “I will never leave a fallen comrade” (U.S. Army Infantry School, 2003). This Warrior Ethos originated from the culture of the Army’s combat arms branches. This culture is embraced across the Army through learned cultures and reflective behaviors that create and expect cohesive teams, build trust, and prioritize selfless service and mission accomplishment between Soldiers and their leaders and with each other.

These expectations also include for this full opportunity a full transparent and fair process. While these women do not expect many women to finish or pursue this professional course, they do expect all requirements to be communicated equally to all participants with the Warrior Ethos principles. There are obviously women who can do these jobs because they have the mindset coupled with their physical abilities and will be permitted access and acceptance and with phased support through the steps of adaptation, integration, assimilation, and inclusion for full integration. They expect that a woman even participating in these combat arms would not simply be discredited just because she is a woman. They expect that their service will maintain the standards, and no favoritism would be showed. No allowances or acceptances simply because we must have a female, that gets away completely from the intent of integration, and full member inclusion. Some women will take this opportunity, just to prove people wrong. But a better reason than just to prove someone wrong is a more enduring process, and this is where a transformative learning and reflective practice can promote the access and acceptance for these women—full integration gender U.S. Army organizations.

If women want this full opportunity, they must meet all the standards and be ready for the full participation requirements, but this requires access and acceptance. While the adherence and the sustainment of standards have been discussed and argued, a new view of access and acceptance has been discussed and recommended. You must be able to carry on regardless of your gender if the mission requires it. If they train for it, many women can do this. The goal of full integrations is also to ensure a proper climate where one can have access and acceptance for their individual success and achievement while teammates, leadership, instruction, incentives, and working conditions are addressed to promote these principles. The quality in the character and behavior of individuals entering these combat arms organizations and the military service will also provide achievable access and acceptance measures and standards.

Access for these women means that if a service member is qualified for a position, one's gender is indiscriminate. It is possible to recruit and train women to fulfill these combat arms roles. This will require a unique emphasis and implementation of the MIT and requires access and acceptance factors, while during each constructive phase of adaptation, integration, assimilation, and inclusion. This MIT will require an intertwined transformative learning theory coupled with persistent active reflective practices. Transformative learning theory seeks to explain how humans revise and reinterpret meaning while effecting change in their frame of reference or behavior (Taylor, 2008). A frame of reference defines our view of the world. For the Army combat arms fields, this has always been about men, a brotherhood in arms, and the male bonds and male emotions that they have shared for their service and occupations. Mezirow (1997a) described how adults tend to reject any ideas that do not correspond to their values, associations, and concepts.

According to Mezirow (1997b), our frames of reference are composed of two dimensions: (a) habits of mind and (b) points of view. Habits of mind influence our point of view and the resulting thoughts or feelings associated with them, but points of view may change over time because of influences such as reflection and feedback (Mezirow, 1997b). This is exactly how transformative learning with focused and persistent reflective practice and engagement can be implemented and used. The transformative learning for access and acceptance for combat arms women will need to take place by discussing with others the “reasons presented in support of competing interpretations, by critically examining evidence, arguments, and alternative points of view” (Mezirow, 1997b, p. 6). When circumstances allow and promote full access and acceptance, full gender integration efforts processed with adaptation, integration, assimilation, and inclusion for combat arms transformative learners will move toward a frame of reference that is more inclusive, discriminating, self-reflective, and integrative of experience (Mezirow, 1997b).

Sub-Question One

These active-duty MI and CC women were asked would they personally select or not select these new combat arms opportunities. All 13 interview participants stated that at this time and anytime in the future, they would not select these new combat arms opportunities.

This self-selection is not based on any policy or pronounced institutional barriers but how they can access and what these women feel and understand about their acceptance into this Soldier direct arms profession. They are proud of the current contributions that they are making in their career fields and recognize what they would need to make if they chose these combat arms fields. Acceptance is about their personal being as both a woman and a combat arms Soldier or Warrior. Soldier and Warrior titles can be used simultaneously, and both describe a

nongendered “person” who has the discipline, skills, and strength to fight for their societal values and beliefs. These titles represent not only their service but their profession of arms and reveal how the self-perspective and personal reflection or image that they must serve, even in combat arms fields. These women want to not only gain access for their participation but want positive acceptance, contact, and support from their organizations, their peers, and their teammates.

According to Allport (1954), the positive results of acceptance and contact only occur when (a) there exists perceptions of equal group status within environments, (b) the groups strive to achieve a common goal, (c) the achievement of these common goals necessitates intergroup cooperation, and (d) contact between groups is explicitly supported by authorities within the social institutions in question. Since the military combat arms fields can be considered as ethnocentric, this can make getting the positive results of acceptance and contact very difficult. This can be described as the judging of another group (women) and believing that the values and standards of their own group (men) are superior – especially about strength, language, behavior, and customs, (Sumner, 1906). To overcome this ethnocentrism, these MI and CC women understand that they will be required to adapt even when access and acceptance is promulgated with positive contact.

A key element for these women as to why they would not select these combat arms positions is about adaptation and what the evolution and requirements are for their physical aspects, the environment they will be in, their female gender needs, their current age, and their emotional intelligence needs as combat arms Soldiers. Again, transformative learning and reflective practice truly provide an explanation as to how seeing these women as fully accepted members of the combat arms career fields will promote and provide greater integration.

Soldiers will adapt to their new combat arms roles with increased physical strength and physical transformations such as body mass and short hair, changing themselves such as adopting a greater masculine persona, and not requiring the environment to change for them, and lastly providing critical and reflective practices and feedback to address their adaptations needs are crucial for success of this full gender integration effort. Integration for these women means combining their beings and their assets and professionals with the other combat arms Soldiers and professionals to become a whole, a part of the team.

Sub-Question Two

Why is this full gender integration policy and effort important or applicable to you? This full gender integration will provide many positive benefits not just for the Army women, but the Army men and our national defense systems and organizations as well. The importance of this integration provides full opportunities for every service career, greater potential for leadership roles and promotions, and ultimately equal status. There is a saying about the brass ceiling for women in the military, particularly the Army, as key leadership positions have been only selected previously from personnel in the combat arms fields, such as Infantry and Cavalry Division Commanders, Chief of Staff and Vice Chief of Staff of the Army, and Sergeant Major of the Army. This integration policy is important to them so they can be not only supportive of women who want to take these combat arms career opportunities but acknowledge that many women will not, but it is about their own personal choice and decisions. One interviewee, Demetria (MI02), stated: “I can’t be them and don’t want to be them. We enlisted to serve; sacrifices must be made, and you made this decision with eyes wide open.”

The importance of the integration effort now affords Army women a definite and communicated pipeline into the complete Army service institution and with this

integration will provide them the circumstances and experiences to be full members and full key leaders. If you look at every integrated policy that the Army has done, the important and applicable feeling for these women is it is going to be fine, but you just must give us time to do this. However, the relativeness and length of time is debated and another critical integrated important factor in this how the system promotes access and acceptance to support their full military service inclusion. While the active participation for these interviewed women may be as advocates and supporters, the importance of future leaders and opportunities for all Army Soldiers is very significant and essential for them.

As of March 11, 2020, according to U.S. Army Public Affairs Office (PAO), “More than 181,000 women (18%) serve in the Army today, from enlisted personnel to general officers,” (p. 1) said Ryan McCarthy, Secretary of the Army. Today’s women serve in every career field in the Army. Nearly 1,500 female Soldiers have accessed into infantry, armor, and fire-support occupations; 42 women have graduated from Ranger School, and 5 have been assigned to the Ranger Regiment; and last June, Brig. Gen. Laura Yeager became the first woman to command an Army infantry division (U.S. Army PAO, 2020).

Integration for policy sake only was not unimportant and there are many diverse and strongly held opinions about the integration of women into combat roles. However, most service members did not develop these positions from a perspective of bias or malevolence but from their experiences, perspectives, emotions, and uncertainty. Of course, change and transformation can create uncertainty and some Army personnel and leaders may think that the way we did things in the past was better than the current policy. “If it ain’t broke, don’t fix it.” However, the policy the U.S. Army has now for full gender

integration is the standard and applying and upholding this standard is part of what makes the Army military members professionals in arms.

How this integration was very important to these women was highlighted with a focus on service inclusion and not just integration. These women addressed the importance in meaning for all U.S. personnel and how this integration effort applied to them with a thoroughly reflective process. This reflective practice can be used to provide development in the behaviors for professional inclusive Soldiers with the full gender integrated efforts. Reflective practice can help us understand our own intentions, values and visions, and support us to work in a challenging field where our ethics and morals may be tested, where power relations may be decidedly unequal, and where we may be working in emotionally and physically demanding environments.

Meaning structures are understood and developed through reflection. Mezirow (1991) stated that “reflection involves a critique of assumptions to determine whether the belief, often acquired through cultural assimilation in childhood, remains functional for us as adults” (p. 23). Reflection is like problem solving and Mezirow (1991) talked about how we “reflect on the content of the problem, the process of problem-solving, or the premise of the problem” (p. 105). Through this reflection we can understand ourselves more and then understand our learning better. Mezirow also proposed that there are four ways of learning. They are “by refining or elaborating our meaning schemes, learning new meaning schemes, transforming meaning schemes, and transforming meaning perspectives” (Mezirow, 1991, p. 224).

An historical occurrence about transforming meaning perspective was the integration of the U.S. Army beginning in the 1940s through 1954 culminating in the integration of all active military units in 1954, which was not accomplished solely by

executive fiat or at the demand of the electorate (MacGregor, 2007). It came about primarily because of the military efficiency spelled out by the Fahy Committee and demonstrated by troops in the heat of battle was finally accepted by Army leaders (MacGregor, 2007). The Army justified its policy changes in the name of efficiency and while this has not been articulated in the case of the current full gender integration policies and efforts, this also is a transformative opportunity for efficiency that will require transformational learning and reflective practices for full implementations for the All-Volunteer U.S. Army force.

Sub-Question Three

What role do you perceive or anticipate will be your place in the U.S. Army with this opportunity? The role that the women perceived or anticipated for them in the U.S. Army with this new opportunity was addressed with a unique and reflective assimilation and self-identification concept. During the assimilation phase, which Gordon (1964) defined as one group being completely absorbed by the host, these women found the concepts of self-identity, culture, intergroup relationships, and their roles intertwined and presented as a full U.S. Army Soldier.

Because some of the most entrenched social, economic, political, and cultural inequalities are endured by women, half the world population, it is necessary to make their voices heard and their presence known and what better way to do this than as a full integrated member and vocal participant of the U. S. Army since America is seen by many as the beacon of democracy. It is necessary to make their perspectives visible, and their solutions actionable to create leaders of defense and national security. Research shows that while most military women identify with Soldierhood, this is based on the role models from their own experiences in predominately male, or nominal gender-integrated fields

and their identity is rooted in their profession, cultural and gender identity, their experiences in the U.S. Army, and lastly, their mentors and leaders.

A unique inclusion aspect that emerged from the MI and CC fields were that the participants' skills and abilities support and are immensely important to current warfare success and service capabilities. Their perspectives were predicated on the transformational, engagements, and teamwork that 21st century warfare requires. Military strategy, operational and tactical, today contains a large element of nonkinetic (non-physical) warfare and will require all Soldiers to think smarter, not harder. This will include high technology battlefield expertise, particularly in the MI and CC fields. The intelligence and technical skills that these MI and CC women possess have allowed them to advance their mental ability over physical strength needed for their mission requirements while advancing and increasing their military service work roles in greater numbers and advanced leadership positions. However, this is only in their current professions. Today's technology and weaponry have become not only more diverse and digitized, but the equipment is lighter, more versatile, and more accessible, gender irrelevant. This technological approach to military warfare allows women to demonstrate their proficiency and capability in combat arms military careers, emphasizing their mental acumen and occupational, technical performance over mere brute strength.

Practice and Policy Implications

The purpose of this research was to explore the perspectives and behaviors along with implementation of the U.S. Army full gender integration policy along with the actual implementation of this policy. War has always been and continues to be a highly gendered phenomenon. However, U.S. military policies should only be developed for specific purposes: deterring or fighting and winning our nation's wars. Therefore, I believe that the

most capable women and men should be selected, accomplished, and continue to serve in combat arms roles. This will require both genders to understand not only their physical and professional requirements but to take on transformative learning and critical reflective behaviors to ensure access and acceptance for full military service inclusion. The service will need to address both behaviors to account for acceptance of women by their male peers, to remove a limited inclusion and temporary status benefit but ultimately women's marginalization is often the inevitable outcome (Sasson-Levy's, 2002).

On July 10, 2015, the U.S. Army released an All Army Activities message 113-2015, stating that the U.S. Army (a) opened all positions in open occupations, encompassing 60,000 positions in all components; (b) validated the physical standards for all occupations, including those currently closed to women; (c) completed its gender integration study; (d) opened 20,563 positions in the Military Occupational Specialty (MOS) 12B (combat engineer) to women, and that (e) all remaining occupations and positions would be opened to women in 2016, unless the Army requested an exception to the policy, according to a rigorous analysis of factual data regarding the knowledge, skills, and abilities needed for the position. It is not an option for Army men and women to only know the values, but they must truly inculcate them and share them. The work by both genders is the high-stakes arena that they operate demand it.

The policy implication for this research is for the U.S. Army to create clear communicated expectations and provide a consistent process feedback and status mechanism on the implementation process and the service expectations for the organization. Additionally, promoting and addressing actions conducted by the service to promote and enhance understanding about full gender service integration, acceptance, gender-neutral standards, opportunities, and culture for the U.S. Army is also going to be

required. This is going to require the U.S. Army to put a “face” to the full gender integration effort. Currently, there is no specified primary proponent or advocate for this full gender integration policy. For example, The Fahy Committee (1950), had clearly demonstrated the inefficiency of segregation, and more to the point, some senior Army officials, Secretary Gordon Gray and Chief of Staff Joseph L. Collins became advocates and used their position to promote and enforce the U.S. Army desegregation status. However, proponents of expanded roles for military women stress citizenship equality, critical skill and educational backgrounds, and its relationship to military service in support of their nation and American society (Howes & Stevenson (1993).

U.S. Army Secretary Gordon Gray (1949 to 1950) and Army Chief of Staff General Joseph L. Collins (1947 to 1950), while not initially proponents of the Army desegregation policy, said it was about the need for military manpower (MacGregor, 2007). During the Korean War, the need for manpower was too great, and while this was not about the best person for the job, it did provide access and created a “force of circumstance,” and acceptance for male Soldiers that ultimately was the best course for our citizens, Black and White, and our nation.

Another policy implication is that the U.S. Selected Service Systems is still required to only have biologically born males’ registration. Females should be and would be required to register for the U.S. Selective Service System. The Selective Service System is an independent agency within the Executive Branch of the U.S. Federal Government and its mission is to register men and maintain a system that, when authorized by the President and Congress, rapidly provides personnel in a fair and equitable manner while managing an alternative service program for conscientious

objectors. The Director of Selective Service is appointed by the President of the United States. Selective Service is not part of the DOD (U.S. Selective Service, 2020).

On July 21, 1980, Congress reinstated Selective Service registration for the first time since the end of the Vietnam War, April 1, 1975, but only for men. Also, in 1981, The U.S. Supreme Court ruled in *Rostker v. Goldberg* that the exclusion of women from the Selective Service does not violate the due process clause of the Fifth Amendment. The court first noted that Congress has broad powers to pass laws relating to military affairs, and that courts are not qualified to make military decisions. Thus, courts should not lightly disregard the judgment of Congress in this area. More importantly, the Court noted that the purpose of the registration requirement is to be able to draft combat troops in time of war. Because women were, at the time, excluded from combat positions, Congress did not act unreasonably in concluding that registering women for the draft would serve no purpose (Rehnquist, W. H. & Supreme Court of the United States, 1980).

As March 24, 2020, a new recommendation was being made to Congress to change the current U.S. Selective Service System from males, 18 to 25 years of age, American citizens, and legal resident aliens' requirement to include women. The U.S. Selective Service's (2020) function is to register men and maintain a system that, when authorized by the President and Congress, rapidly provides personnel in a fair and equitable manner while managing an alternative service program for conscientious objectors. American citizens and resident aliens aged 18 through 25 who were assigned male at birth are required to register with the U.S. Selective Service System. This registration is used to keep an updated database of potential service members in case a draft were to be reintroduced.

As it stands, all citizens whose birth-assigned sex was male must register within 30 days of their 18th birthday. Failure to do so is punishable by up to 5 years in prison and \$250,000 in fines, though individuals have rarely been prosecuted. Applications for federal financial aid for higher education, federal employment, U.S. citizenship, and other government benefits have been made contingent upon Selective Service registration to encourage compliance. Therefore, when applying for government benefits, transgender people can often face difficulties regarding their Selective Service registration status. There have only been two noteworthy changes or lawsuits regarding Congress and the U.S. Court system that have addressed male registration requirements during the last 40 years and even though Selective Service is not a DOD entity, this change will need to be implemented to not only substantiate but justify and validate the current U.S. Army and DOD full gender integration policy. It may also promote equality for transgender individuals if both men and women are required to register for selective service and begin to address actual military service access and acceptance for transgender individuals.

Recommendations

Testifying before the Senate Armed Forces committee on February 2, 2016, acting Army Secretary Murphy affirmed about Army women serving in all fields that

The personal courage and selfless services made by women in our Army is no different in that exhibited by men we owe them the respect and honor to offer them the opportunity to succeed anywhere in our Army based upon only the merits of their performance.
(Leipold, 2016, p. 10)

Murphy continued that

after several years of extensive research, collaboration and practical evaluation, the service came to three primary conclusions: (a) that women are capable of performing every job in the Army; (b) that the maintenance of high standards, performance and unprofessional conduct is based solely upon what the position requires and nothing else; and (c) performance and professional conduct will be based solely upon what the position

requires and nothing else and that leadership is critical to this integration. (Leipold, 2016, p. 3)

Murphy added “that full integration will likely take several years as the Army adjusted both the culture and the growing individual skills within the force” (Leipold, 2016, p. 3). The estimated time frames originally were 1 to 3 years. However, it has been 4 years as January 2020, and the current percentage is 0.08 for this full gender integration effort of the total number of women to the overall women in the U.S. Army percentages. Currently, there are minimal numbers of women participating in these combat arms positions even after 4 years of implementation.

Although the above statements are crucial to the policy and implementation of this full gender integration, they were and still are completely remiss in what is needed for full gender service integration policy, access, acceptance, and implementation. They lacked a transformative learning process and reflective practice from not only the female military member perspective, but the male military member, and the leaders in the organization. The female perspective and viewpoints should include not just the full integration policy but their full inclusion process from a behavioral, cognitive, personal, and emotional needs context and gender lens. The Army culture adjustment and growing one’s individual skills, mainly the women, requires inductive analysis about who and why will active-duty women be full integration participants in the Army direct (combat) arms fields.

For participants and policymakers our understanding that the actual implementation and a continuation of in-depth analysis is persistent and still uncertain for this full gender integration effort in the U.S. Army combat arms fields. Additionally, at least 15 DOD studies are ongoing scheduled originally for release in 2020 but to date have not been published and publicized. What are these specific studies, what qualitative research and men and women perspectives are

being explored, and what they are missing to provide a better full gender integration opportunity, are key areas that I want to recommend for studies and reviews?

Recommendations for leaders in these combat organizations is to ensure constant feedback and visible support for their men and women and provide an opportunity for reflective and pronounced interpersonal positive engagements. Leaders in these combat arms units need to conduct constant reflective practice as part of their training and professional development programs to ensure there are not any barriers to service based on one's gender. Strategies for transformative professional development include action plans, reflective activities, case studies, curriculum development, and critical-theory discussions. Action plans and reflective activities can provide the practice and modelling of critical reflection for the profession of arms and provide guidance and changes to promote a positive professional experience. Using the real-life examples, these 1500 women who have already successfully integrated into the combat arms fields can be case studies. These case studies will provide the U.S. Army an opportunity to analyze access and acceptance processes, as well as the stages and phases of military service inclusion that these women completed. The use of case studies focuses on practice and on the philosophical and practical aspects of combat arms service and participation.

The next recommendation is developing and implementing new curriculum, predicated on qualitative reflection to create the opportunity to connect the MIT and practice. In addition to introducing new adapting techniques, service members can utilize new concepts and practices with previous techniques. Critical-theory discussions can also be implemented to guide leaders in questioning the meaning and purpose of military missions and required service information. The Army has a current practice of conducting after-action reviews. These after-action reviews are done after combat missions, schools, and training and are normally focused on lessons learned,

what went well (sustainment), what can we improve (improvements), and what needs to be changed (recommendations). However, this is geared towards more tactical, strategic, technical, or academic arenas and not behaviors or frames of mind. Lastly, the U.S. Army needs to ensure and provide numerous opportunities for reflective practices. This reflective practice will help these leaders and combat arms professionals understand our own biases, values, and cultures. This reflective practice is needed for them as they do work in a challenging field where their ethics and morals are to be tested, where power relations may be decidedly unequal, and the environment is emotionally and physically demanding.

I describe reflective practices as an opportunity with specified methods and techniques that will help individuals and groups reflect on their experiences and actions to engage and explore a process of continuous growth and personal development. The process for the U.S. Army to provide a method for this is to incorporate for every Soldier a time to engage in reflective practice that begins with the initial indoctrination. This is whether for enlisted, reserve officer training corps, or service academy cadets. Upon entry into Army service of any type, provide Soldiers with a questionnaire about what did they do, why did they do this, what did they see, how did it affect them, why does it matter, and how were you treated and included in this event/activity? A critical second part of this reflective practice is for the time to be provided for personnel to complete and then if the opportunity or experience can be shared to provide focus groups or team engagements on their reflections. Reflective practice will enable these military service members to recognize their assumptions, frameworks and patterns of thought and behavior that form their thinking and actions. It will also allow for them to address and explore individual perspectives and context with such revealing questions such as how does my gender relate to the assumptions or biases I make about women in combat arms, are these constructive

or destructive to organization and our nation's goals, why does gender matter for me in combat arms career fields?

By trying out methods of reflection and military service personal inquiry, the U.S. Army can encourage greater self-awareness, emotional intelligence, teamwork, and equal access and acceptance throughout the military service fields. Reflective practice will be a powerful tool for organizational behavioral changes and growth and foster cohesive teams. It can also be used for addressing issues of position, uncertainty, resistance, and power relationships, which based on previous U.S. Army integration efforts were present, but not dealt with directly or in a timely, attentive manner.

Conclusions

This section of the chapter provides conclusions on the qualitative grounded research and the limitations and considerations from this research study. Finally, the promising areas of future research will be described. Forever men have fought against men with weapons with women being active participants or unwarranted sufferers. It was not always rational as to why wars were started, but the concept of war, right or wrong, was not the purpose of this study. This qualitative research study was about U.S. Army active-duty, MI and CC field military women's current role and opportunities for full gender integration service careers.

The primary conclusion is that to have a military inclusive service, a female military member will need access and acceptance to these combat arms fields while undertaking adaptation, integration, assimilation, and inclusion competencies. The MIT that evolved provides the framework and adoption of military service access and acceptance factors linked to these constructed behaviors of adaptation, integration, assimilation, and inclusion concepts. MIT is a theory that addressed factors of access and

acceptance while explaining the practical constructs and implementation and processing steps of adaptation, integration, assimilation, and inclusion.

Limitations of the Study

An integral part of the MIT is the transformational learning and reflective analysis actions to ensure military readiness and mission accomplishment and truly be a reflective and representative of the nation and people they serve. This military service inclusion is not simply an integration theory about including gender, societal, and national acceptance measures but being allowed equal access and acceptance simply because of your profession of arms capability and participation. However, in accordance with the inclusion requirements of this study, the results cannot be assumed to apply to other U.S. military branches and the Reserve or National Guard military organizations. Therefore, further studies using the qualitative research with the applied questionnaire for this study may be used in a broader application to demonstrate and confirm the MIT practice and methodology.

Additional limitations involved the relatively small sample population and defined demographics of women in MI and CC fields. In accordance with qualitative study principles, the sample size was small. Instead of evaluating a large pool of participants, the primary focus was towards two current service women career fields and their experiences and analysis of the perspectives of the participants. The study was limited by the fact that the qualitative findings cannot be generalized beyond the sample of these 13 MI and CC active-duty women who participated in this research or the sociohistorical time when they were interviewed. Thus, the sample cannot be considered representative of the U.S. Army active-duty population comprised on both males and females in all direct (combat) arms, combat support, or combat service support fields. At the same time, the representation of

enlisted, mid-grade enlisted, and senior enlisted participants, and officers did provide a depth in demographics for the U.S. Army service rank structure.

Furthermore, the inclusion requirements and the small sample size limited consideration of the social conditions that occur in fully integrated units as well as those of male service members in combat arms. Therefore, obtaining interviews in those contexts from those individuals would help to broaden the scope of the study and subsequent understanding of the women service member participants. At the same time, their stories may retract from the women service members' actual experiences. Meanwhile, a larger sampling may have assisted in transferability, but would consequently limit the level of rich descriptions inclusion requirements provide in a small target group. Lastly, because of current constraints and minimal access, it was not possible to interview current male and female combat arms Soldiers.

Future Research

This was a constructivist, grounded theory study, and further research is needed to understand fully the integration and inclusion efforts and how a transformative learning and reflective processes can be used by the U.S. Army in their full gender integration processes and implementations. Qualitative longitudinal studies will need to be done for further research to provide greater perspectives with better full-service inclusion feedback to ensure progress.

Research conducted with historical integration efforts shows that at leave 5 to 7 years have been the length of time to implement significant changes and they were permeated with errors and issues. If research is conducting using a reflective practice model the opportunity to decrease the integration effort and enhance and promote a full inclusion effort can minimize errors and issues.

Further research conducted using reflective practice will be important and can provide the in-depth participatory and qualitative research to promote and provide greater policy implementation with more women fully integrated into the combat arms fields. This research can focus on gender and power analysis, cultural constructivism and feminist theory, and organizational learning and change. Lastly, further research on social reproduction and cultural productions is also a highly beneficial qualitative research study that can be done. Social reproduction theory for these studies can focus on how Soldiers are shaped by their career (combat arms, CC, MI) forces that preserve their position of privilege or idolization as the premier service member of the U.S. Army through not so subtle and subtle practices that shape their learning culture and lead to policies that create barriers to individuals from supporting or secondary groups.

Replication of a study is vital in terms of generalization and facilitating further research. Therefore, this constructivist study's methodological implications involve providing a conceptual framework and qualitative approach for further studies to follow regarding addressing full gender integration in the U.S. Army. Theoretical implications are highly stressed as there are no significant studies or theories that provide a holistic process or application theory to the U.S. Army full gender integration policy, practice, and full implementation. Due to the novelty and uniqueness, of the MIT, it would be immensely beneficial and highly productive to have this theory repeated in DOD and civilian studies.

Pragmatic implications of this study involve reviewing and updating military strategy that is about the preparation and use of a nation's military capabilities through executive, legislative, and military services long term planning, development, and implementation to secure safety or victory. However, this study focused uniquely on the U.S. Army full gender integration and the MIT as a unique set of ideas and expectation

that can provide explanations and actionable behaviors to benefit and foster the military services full gender integration programs.

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Appendices

Appendix A

IRB Approval



April 12, 2021

PI: Mrs. Brenda Young

Protocol title: Women in Direct Combat Arms: A Qualitative Study of U.S. Army Active-Duty Military Intelligence and Cyber Command Female Members and Their Current Career Opportunities in the Military Combat Fields.

Brenda:

Your request for continued review of Expedited protocol 17-07-011 titled "Women in Direct Combat Arms: A Qualitative Study of U.S. Army Active-Duty Military Intelligence and Cyber Command Female Members and Their Current Career Opportunities in the Military Combat Fields." was approved. This approval will expire **one year** from 04/12/2021.

Please keep in mind these additional IRB requirements:

- Request for continuing review must be completed for projects extending past one year. Use the **IRB Continuing Review Request** form.
- Changes in protocol procedures must be approved by the IRB prior to implementation except when necessary to eliminate apparent immediate hazards to the subjects. Use the **IRB Amendment Request** form.
- Any unanticipated problems involving risks to subjects or others must be reported immediately.

Approved protocols are filed by their number. Please refer to this number when communicating about this protocol.

Approval may be suspended or terminated if there is evidence of a) noncompliance with federal regulations or university policy or b) any aberration from the current, approved protocol.

Congratulations and best wishes for successful completion of your research. If you need any assistance, please contact the UIW IRB representative for your college/school or the Office of Research Development.

Sincerely,

Ana Wandless-Hagendorf, PhD, CPRA

Ana Wandless-Hagendorf, PhD, CPRA
Research Officer, Office of Research Development
University of the Incarnate Word
(210) 805-3036
wandless@uiwtx.edu

Appendix B

UIW IRB Application Documentation

Primary Investigator:

Brenda L.V. Young, UIW Doctoral Candidate, Dreeben School of Education, phone: (210) 831-1163, e-mail: blyoung@student.uiwtx.edu.

Co-Investigators:

Alfredo Ortiz Aragon, Ph.D., Dissertation Chair, UIW Assistant Professor, Dreeben School of Education, phone: (210) 831-1163, e-mail: alortiz1@uiwtx.edu.

Project Abstract:

Effective January 01, 2016, the Department of Defense (DOD) implemented a new policy pertaining to a full work role integration for service women in all U.S. military fields and positions. Active-Duty women struggle to participate, adapt, and be completely integrated into the full institutional direct combat arms positions and careers. Research on such gender participation to date has focused specifically on physical fitness standards, unit morale and cohesion, successful entry into training pipeline for direct combat arms fields, and outcomes measured by current attrition rates.

A qualitative grounded theory research study is currently needed to understand how current active-duty women in Military Intelligence, a combat support field, and Army Cyber Command, a combat arms field, perceive how this full integration decision affects them. This study can highlight and explore possible best practices for Army active-duty women and men in volunteering, attending, and being full mutual participants in the combat arms field occupations. A vital part of this full integration policy is to explain and understand active-duty female viewpoints and experiences about integration, acceptance, gender-neutral standards,

opportunities, and combat arms culture. Additionally, what their participation can mean for their career and leadership opportunities and the resultant professional and personal effects that can be associated with these opportunities.

Interview Protocol (to be digitally voice recorded):

1. Please state your desired pseudonym and current job title.
2. How would you describe your decision to join military?
3. What has been your experience and career history as an U.S. Army active-duty women in military intelligence and cyber commands?
4. What do you know about the U.S. full integration process and the current gender integration policy?
5. How do you see and envision this policy working out for you?
6. What are your expectations of this full integration effort?
7. Have you experienced any past structural constraints for your service or career choices and progressions?
8. During your U.S. Army active military service, what has supported your service?
9. During your U.S. Army active military service, what has challenged your service?
10. Why would you select or not select these new career opportunities?
11. What is your current understanding of the Army's 2020 and full gender integration program?
12. How would you expect your past supports or challenges to relate or apply to your inclusion or participation in combat arms fields?
13. What factors could enable or inhibit the transition process for you to move from this combat support/direct combat into new field of direct combat arms careers?
14. What role do you perceive or anticipate will be your place in the United States Army with this opportunity?
15. Has this change affected you and how?
16. Why is this important or applicable to you?
17. What inspires and motivates you to participate in the direct combat arms fields?
18. What hesitations and fears would prevent you from participation in combat arms fields?
19. What are biases or standards may deter or promote individuals to select direct combat career choices?
20. How do they expect their choice will affect their immediate family?
21. How would you design and communicate a full-integration policy for the U.S. Army?
22. Draw or describe the U.S. Soldier.