

AN ABSTRACT OF THE THESIS OF

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Title: Sexual Harassment Proclivity of Men: Relationship to Values

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The sexual harassment of women by men is a social phenomenon that exists in academia as well as business and industry. It has only recently been recognized as a significant social problem.

The purpose of this study was to determine if men who have a high proclivity toward sexual harassment differ in their ranking of personal values from men who have a low proclivity toward sexual harassment. The rationale behind the study was if there is a relationship between personal values and sexual harassment proclivity then values education and exploration may provide an intervention method to reduce sexual harassment.

The sample consisted of 100 randomly selected undergraduate male students at Oregon State University. Seventy four percent of the respondents completed two surveys: the Likelihood of Sexually Harassing Scale (LSH) (Pryor, 1987) and the Rokeach Value Survey (1973). The LSH was used to identify two groups of men: those with a

high proclivity toward sexual harassment and those with a low proclivity toward sexual harassment. The two groups ranking of values were then compared to determine if a significant difference existed.

Data were analyzed using chi-square to test for significant differences between the two groups ranking of values and also test the significance of the phi coefficient to determine if a relationship existed between score on LSH and ranking of values.

Results of the study indicated that there is a significant difference between men with a high proclivity and men with a low proclivity toward sexual harassment in their ranking on 5 of 36 values. The low proclivity group ranked equality, honest, loyal, and salvation significantly higher than the high proclivity group. The high proclivity group ranked a comfortable life significantly higher than the low proclivity group.

The values ranked significantly higher by the low proclivity group are social values that denote respect for and cooperation with others. The value ranked significantly higher by the high proclivity group is a personal value that denotes a materialistic and self indulgent orientation.

Values education or exploration programs that focus on equality, honesty and loyalty may help to reduce sexually harassing behavior.

Sexual Harassment Proclivity of Men:
Relationship to Values

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Sexual Harassment Proclivity Of Men:
Relationship To Values

CHAPTER 1

BACKGROUND AND RATIONALE

Introduction

Sexual harassment of both women and men has recently been a topic of significant discussion. Although the central focus of this inquiry has been the sexual harassment of women by men, there are claims that men have also been victims of sexual harassment by women, even though this argument has never been documented with any significant evidence (Farley, 1978; MacKinnon, 1979; Backhouse and Cohen, 1981; Dziech and Weiner, 1984; Pryor, 1987). There is also increasing evidence that men are being sexually harassed by other men (Tangri, Burt and Johnson, 1982; Maypole and Skaine, 1983; Mazer and Percival, 1989). Although sexual harassment covers a wide range of victims, this study will consider the sexual harassment of women by men.

Sexual harassment is a significant problem both in

the workplace and in academia (Safran, 1976; Tangri, Burt and Johnson, 1982; Pryor, 1987; U.S. Merit Systems Protection Board, (USMSPB) (1981). Most of the research on sexual harassment has focused on the prevalence of sexual harassment or attitudes of individuals regarding sexual harassment (Pryor, 1987). Few studies have considered any causal factors.

There are two basic positions regarding the motive behind sexual harassment. The one supported by the majority of researchers is that sexual harassment, like rape, is an issue of power (Farley, 1978; Backhouse and Cohen 1981; Wise and Stanley, 1987). The second position suggests that it is a sexual issue and that "boys will be boys" (Fasteau, 1974; MacKinnon, 1979; Benson and Thomson, 1982,). Both of these positions have some merit.

On the surface it may appear that sex-drive and power are the most significant factors necessary for sexual harassment to occur. Assuming that most men at some time experience sexual desire and that many men are in positions of power over women either physically, economically or organizationally, one might ask this question: Why doesn't sexual harassment occur in most situations where a man is in a position of power over a woman? There are a number of answers to this question. Some men may fear reprimand from superiors, while others

fear legal consequences. Yet, a more significant factor may exist: personal values. There are some men who, regardless of their position of power, and level of sex drive never engage in sexually harassing behavior. Backhouse and Cohen (1981) suggest that the religious commitment, ethical standards, and personal code of morality of these men prevent them from engaging in extramarital sex or aggressive sexual behavior.

Statement of the Problem

It is the purpose of this study to explore the possible relationship that may exist between sexual harassment proclivities and personal values.

This study considered the following question: Do men who have a high proclivity toward sexual harassment differ in their personal values from men who have a low proclivity toward sexual harassment? The study was designed to measure sexual harassment proclivities in undergraduate male students at Oregon State University and to compare these measurements with the same student's values. It was not designed to identify harassers or measure the prevalence of harassment in the educational or work environment.

Importance of the Study

The statement issued on the 50th anniversary of "The Student Personnel Point of View" (Sandeem et al., 1987) makes it clear that one of the roles of student service professionals is that of exploring and clarifying values. It specifically states that "Student affairs staff can be expected to help students explore and clarify values, and support and explain the values, mission and policies of the institution." The college environment is often a place for individuals to explore and test their own values. Rokeach (1973) and others have stated that the values of traditional college age students are less stable than older adults. College age men will soon be entering the labor force and will take with them the value systems they developed or solidified in college. If there is a relationship between personal values and the proclivity to sexually harass, then values exploration during college may be identified as a target of intervention and prevention. This study may provide valuable information regarding specific values that could be the focus of intervention programs in the area of sexual harassment.

Definitions

For the purpose of this research the following definitions are presented:

1. Sexual Harassment:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment (Equal Employment Opportunity Commission, 1980).

2. Sexual Harassment Proclivities: Pryor (1987) uses the term "sexual harassment proclivities" to refer to the likelihood or probability of an individual to engage in sexually harassing behaviors. He created the Likelihood of Sexual Harassment Scale (LSH) and limited the measurement capabilities of the scale to the most severe forms of sexual harassment. These forms may be characterized as sexual exploitation. "They involve the use of social power inherent in a role or particular situation to elicit sex from another person often through the threat of punishment or the promise of reward" (p. 273).

3. Values: A Value is defined by Rokeach (1973) as:

"an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence. A value system is an enduring organization of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of relative importance" (p. 5).

4. Terminal Value: A belief that an end state of existence is personally or socially preferable to a converse end state of existence. The following terminal values have been identified: A Comfortable Life (a prosperous life), Equality (brotherhood and equal opportunity for all), An Exciting Life (a stimulating, active life), Family Security (taking care of loved ones), Freedom (independence and free choice), Health (physical and mental well-being), Inner Harmony (freedom from inner conflict), Mature Love (sexual and spiritual intimacy), National Security (protection from attack), Pleasure (an enjoyable, leisurely life), Salvation (saved; eternal life), Self-Respect (self-esteem), A Sense Of Accomplishment (a lasting contribution), Social Recognition (respect and admiration), True Friendship (close companionship), Wisdom (a mature understanding of life), A World At Peace (a world free of war and conflict), A World Of Beauty (beauty of nature and the arts) (Rokeach, 1973).

5. Instrumental Value: A belief that a specific mode of conduct is personally or socially preferable to an opposite or converse mode of conduct. The following instrumental values have been identified: Ambitious (hardworking and aspiring), Broad-Minded (open-minded), Capable (competent; effective), Clean (neat and tidy), Courageous (standing up for your beliefs), Forgiving (willing to pardon others), Helpful (working for the welfare of others), Honest (sincere and truthful), Imaginative (daring and creative), Independent (self-reliant; self-sufficient), Intellectual (intelligent and reflective), Logical (consistent; rational), Loving (affectionate and tender), Loyal (faithful to friends or the group), Obedient (dutiful; respectful), Polite (courteous and well-mannered), Responsible (dependable and reliable), Self-Controlled (restrained; self-disciplined) (Rokeach, 1973).

CHAPTER 2

REVIEW OF RELATED LITERATURE

Historical Evidence of Sexual Harassment

The sexual assault, exploitation and harassment of women by men has existed since the beginning of time. There are numerous Biblical examples which condemn rape and seduction. The number of warnings against this behavior, as well as the few documented cases, reveal that it was a problem during Biblical times (Deuteronomy 22:25, Genesis 19:8, Ezekiel 22:11).

During the middle ages the wives of vassals and serfs became the sexual property of the feudal lords. A custom referred to as the droit du seigneur, the right of the first night appears to have been enforced throughout parts of Europe. Under this custom the feudal lords had the right to take the virginity of the brides of the vassals and serfs (Tannahill, 1980).

The practice of Black slavery, that was synonymous with the establishment of the Southern colonies of this country, was another vehicle that promoted the exploitation of women. Slave women were the literal

property of their masters. They had no legal right to refuse the sexual advances of their masters or any other white man. There was no law to protect slave women in these matters because the concept of raping a slave did not exist (Blassingame, 1977; Genovese, 1974). Like women slaves and brides of the vassals and serfs, the indentured servant had little recourse when it came to protecting herself from the sexual advances of male members of her employer's family. The domestic servant was already viewed as lower class with lower morals. If she lost her virginity or became pregnant at the hands of her employer, she could no longer anticipate marriage. If these illicit liaisons were discovered by the woman of the house, she could expect to be fired and shunned by society (Backhouse and Cohen, 1981). In the American colonies a servant who was guilty of having an illegitimate child was required to pay the civil fines required of free unmarried mothers as well as reimburse her employer for lost services due to her pregnancy. Since servants rarely had independent funds, this usually meant an extension of the term of service and often placed the illegitimate child in servitude as well. During the late 1600's, a Virginia statute reported that there were masters who had demanded additional terms of service from women that they themselves had made pregnant (Van Der Zee, 1985).

During the eighteenth century in France, the most constant threat that a female servant faced was sexual assault. Servant women were the most likely to be sexually abused and exploited. Their employers experienced both economic and psychological power over them and could easily force their desires through coercion. This dominance was also exercised by related members of the employer's clan such as sons, brothers, relatives and friends (Maza, 1983).

The industrial revolution saw an increased number of women leaving home to work in factories. The conditions in many of the factories gave women little hope of freedom from the harassment of men (Froner, 1977; Pinchbeck, 1930; Wertheimer, 1977).

Many behaviors have changed since the 1700 and 1800's, but many have remained the same. Women of the twentieth century, whether they be domestic servants, waitresses, salesclerks, office workers or students, still find themselves in hostile environments where sexual harassment is an everyday occurrence (Backhouse and Cohen, 1981).

Evolution of Sexual Harassment As A Social Problem

Although the sexual harassment of women by men has

existed in society for years, it has been "invisible" as a social issue (Maypole, and Skanine, 1983). Until recently, it had no name and was viewed as a fact of life that women had to accept when they entered the male-dominated world of work and academia. However, this attitude of acceptance is changing for a number of reasons including the changing nature of the gender composition of students and employees. Depressed female earnings combined with higher divorce rates have swelled the female pool of workers and contributed to the increased number of women attending post-secondary educational institutions. These factors have contributed also to the increased number of women who, out of necessity, place themselves in hostile environments (Farley, 1978). However, many of these women and some men are less tolerant of the harassing behavior that was accepted in the past and are exposing the phenomenon of sexual harassment as the social problem that it truly is.

Another factor that has kept this problem hidden is the problem of definition. Defining and recognizing sexual harassment has been an "uphill battle." It took 16 years after the Civil Rights Act of 1964 for specific guidelines to be put into effect. The term sexual harassment is relatively new and, therefore, there are about as many definitions as individuals trying to define

it. However, most researchers can agree on a broad definition that places sexual harassment on a continuum ranging from sexist remarks to rape (Backhouse and Cohen, 1981) Given this variance, it is important to clarify the definition that will be central to this study. In 1980 legal guidelines were established regarding Title 7 of the Civil Rights Act of 1964. The guidelines on discrimination, because of sex, define sexual harassment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions affecting such individual, or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive working environment (Equal Employment Opportunity Commission, 1980).

The guidelines also state that an employer is responsible for any violation that comes to his or her attention. Unless employers show that they took "immediate and appropriate corrective action", they are liable (Baxter, 1985).

Specific guidelines do exist for the educational environment. Title 7 is relevant to harassment claims in the educational setting because it applies to all employees, including student workers. In addition, all

students are protected under Title 9 of the 1972 Educational Amendments, which is administered by the Office for Civil Rights (ORC). This law prohibits sex discrimination against all students (Dziech and Weiner, 1984). The EEOC definition has been modified to fit the educational setting by changing the references to the work environment to fit the educational environment as follows:

Unwelcome sexual advances, requests for sexual favors, and other verbal comments or conduct of a sexual nature shall constitute sexual harassment when,

- 1) submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting the student, including, but not limited, to the individual's academic evaluation; or
- 2) such conduct has the purpose or effect of unreasonably interfering with an individual's academic performance by creating an intimidating, hostile, or offensive environment. (Schneider, 1987 p. 542)

It was not until the early 1970's that sexual harassment evolved from a social phenomenon into a social problem and public issue. Prior to 1971 the media was void of publicity regarding sexual harassment. Not only had nothing been written on the subject, there was not even a label to put on it. There were several events that set in motion the discussion of sex in the work and school setting. In 1971, Martin Shepard documented case histories of sexual relations between psychiatrists and their patients in his book The Love Treatment. Dr. Albert Ellis admitted also in 1971 to having sexual relations

with his patients. These two factors were significant in spawning widespread debate in professional circles regarding sexual ethics in therapist-patient and student-professor relationships (Weeks, Boles, Garbin and Blout, 1986).

Since the mid-seventies there have been numerous newspaper and magazine articles dealing with sex and the workplace. Perhaps the most public discussion of the issue was in "Redbook Magazine," January 1976. The magazine published a questionnaire entitled, "HOW DO YOU HANDLE SEX ON THE JOB?". Of the 9,000 women that responded, 94% reported that they had been sexually harassed (Safran, 1976). From 1977 to 1982 popular magazines published eighty-two articles about sexual harassment. The peak year was 1980 in which there were twenty-one. Professional research journals also followed suit with the first publication in 1975 (Weeks, Boles, Garbin, and Blout, 1976).

In 1972, the first court case seeking redress for sexual harassment under Title 7 of the Civil Rights Act of 1964 was filed in a Federal Court in Newark, New Jersey. This case involved a female employee who contended that a corporate executive demanded that she have sex with him as a condition for her continued employment. When she refused she was fired (Charlton, 1972).

The first case to make it to trial was Barnes v. Train in 1974. The initial ruling, which was later overturned, was in favor of the defendant. The court ruled that sexual harassment was not sex discrimination as prohibited by the 1964 Civil Rights Act (Weeks, Boles, Garbin, and Blout, 1986).

All of the initial cases were unsuccessful in establishing that sexual harassment was sex discrimination under the Civil Rights Act of 1964. The courts ruled that harassment based on one's sexuality was a "personal matter". The defense attorneys were able to convince juries that both genders were liable to sexual advances and that the plaintiffs claims were not gender-specific (Faley, 1982). In 1976 the tide turned in Williams v. Saxbe. The court ruled that it was not necessary to show that a person offended by the behavior be defined by a characteristic specific or peculiar to one gender (Faley, 1982).

The peak and gradual decline of publicity coincided with the establishment of legal guidelines by the Equal Employment Opportunity Commission (EEOC) in 1980.

Sex or Power?

In a number of formal definitions of sexual

harassment, the issue of explicit power is the main principle. These definitions imply that the harasser must have explicit power or authority over the victim.

However, the most extensive survey, which included 23,000 federal employees, (conducted by the United States Merit Systems Protection Board, 1981), showed that the harasser is most likely to be a co-worker or peer. Seventy-one percent of the victims reported that they had been harassed by co-workers compared to forty percent that had been harassed by a superior (Maypole and Skaine, 1983). The results of a sexual harassment survey of nurses showed that the main perpetrators were physicians (Dult, 1982). In all fairness to physicians, another study conducted by Grieco, (1987) concluded that patients were most often cited as perpetrators by 87% of the harassed nurses, whereas 67% reported physicians, and 59% reported co-workers as the source of harassment.

The debate between power and sex is complicated by the information presented by Wise and Stanley, (1987). It has been their experience, in working with combined gay and lesbian support groups and task forces, that even gay men engage in harassing behavior toward women. This behavior is most often in the form of sexist and derogatory statements about women.

Another factor that prolongs the debate is the belief

that women should be flattered by sexually oriented attention. According to a bio-deterministic view, women should feel complimented, not enraged, when confronted with male sexual interest on the job and accept the fact that men have been genetically selected for sexual arousal (Benson and Thomson 1982). The following quote from Fasteau's The Male Machine exemplifies this position.

"A man working with an attractive woman may view every encounter, no matter how businesslike in purpose, as sexually charged. The obligation to make at least a perfunctory pass is reinforced by the predominant view of sexual attractiveness as a relatively impersonal matter of physical assets. Men don't actually come on seriously to every attractive women they work with, but they do expect a show of ritual, ego-satisfying flirtation" (page 171).

Van Den Berghes (1970) "tongue in cheek" look at higher education offers additional examples of this mind set. Since his book was written in 1970, the term sexual harassment had not even been coined. But the following quotes offer some interesting insights to the existing problem of sexual harassment in higher education.

"My advice to male Ph.D. candidates is to cultivate departmental secretaries. Unless some professor hits on the idea before you, you may find it rewarding to take them to dinner and to bed, but be discreet about it" (page 34).

"Once you get your Ph.D., the lean years of apprenticeship are over. You have been admitted to the professional priesthood and you have acquired the privilege of initiating your own novices. By now you should have internalized the norms of your profession and made them your own" (page 34).

"The best thing that the unmarried female student can do is to become the mistress or wife of a professor, but then drop any pretense of real academic competition with him" (page 31).

"The basic power of professors is to flunk students and hence to affect adversely their life chances. This power is jealously guarded and shared equally by all teachers from the most junior assistant to the most senile full professor..... A student may cajole, bribe or seduce his\her teacher, to change a grade..... but in the final analysis there is no effective redress against the arbitrary judgement of the professor" (page 8).

These passages were selected for their obvious content.

They show how this mentality is perpetuated among the "old boys club" network. Power and dominance are the basis for this mentality.

Farley (1978) suggests that when men who are insecure with their masculinity find themselves in a position with power over women they try to validate their masculinity by behaving in a way they perceive is masculine and virile. Their inappropriate behavior may escalate when they feel threatened by a particular woman.

Men may try to avoid the whole issue of male harassment of women by arguing that women also harass men. Their argument is that some women try to get ahead by offering them sexual favors which in turn uses or exploits them. They support this proposition citing examples of women who attempt to trade sex for favors. However, unless a woman is in a superior role within the organization, there simply is no harassment or coercion

involved, but rather an attempt to make a deal. Without the possibilities of penalties on the male if he refuses, there is no harassment. For the man, it is basically a no-loss situation. Theoretically there are situations where women are in a position to harass men, but they are very rare. When it does happen, the male victim can usually escape the situation by complaining to a male superior that so and so is difficult to work under and request a transfer. Because his superior is usually a male, the complaint is mentally validated and the transfer is granted (Farley, 1978). This quote by Russel (1984) summarizes well what many writers feel sexual harassment is all about.

"There is no man so passionate that he can't control himself at the office. He uses sex to get power. It's a form of hostility, like rape. The man who persists in clearly unwelcome sexual advances feels that his masculinity is on the line. He can't believe that he is being rejected, so he believes that something is wrong with her. She must be frigid or a lesbian so she is deserving of the retaliation that he will give her" (page 274).

MacKinnon's (1979) position is that sexual harassment has kept women subordinated to men. She presents a very effective analogy: "economic power is to sexual harassment as physical force is to rape" (p. 277).

Taking all of these facts and opinions into consideration it seems clear that sexual harassment is behavior of a sexual nature that is coercive. The motive

behind the behavior may vary depending on the perpetrator. It may be an attempt to exert power over an individual and sex becomes the vehicle, or it may be a means of obtaining sexual interaction by the inherent power in one's position. The evidence also seems to indicate that the hierarchial structure of the work or educational environment and the proximity of superiors to subordinates may determine the identity and motive of the harasser.

Prevalence of Sexual Harassment

How prevalent is sexual harassment? The reported incidence of sexual harassment varies. The results of the U.S. Merit Systems Protection Board survey, which included 20,083 federal employees, indicated that 42% of the women and 15% of the men reported that they had been sexually harassed. The majority of harassers were male (78% of the victims were harassed by males only: 95% of the female victims and 22% of male victims). Most of the victims had only one harasser (80%) and most of the women were harassed by married men (67%). Male victims were more likely to be harassed by single persons (Tangri, Burt, and Johnson 1982).

The previously mentioned Redbook survey reported that 94% of the 9,000 women that responded had been sexually

harassed (Safran, 1976). This was a volunteer, mail-in survey that was printed in the magazine. So it would be logical that this survey would have an inflated percentage of women who had been harassed. Mazer and Percival (1989) reported very high incidence (89% of female students and 85% of male students) of sexual harassment in their survey. They only had a return rate of 36% which represents 8.8% of their total student population. This factor alone may reflect a biased response rate. The high percentage of male complaints is not consistent with other findings (Farley, 1978; Tangri, Burt and Johnson 1982; Grieco, 1987; Pryor, 1987).

The wide range in estimates as well as reported incidence is due to a number of factors. Primarily the differences in methodology account for the variance. The most obvious methodological flaw is the use of convenience samples rather than random samples. Fain and Anderton (1987) point out that many studies either: (1) sampled small and overly narrow homogeneous populations limiting generalization of results; (2) inadequately defined, measured, and analyzed the data; or (3) concentrated upon sole guided exploratory analysis rather than on confirmatory theoretical studies (p. 295). Another aspect that makes validating the prevalence difficult is that a significant number of women experience seemingly blatant

instances of sexual harassment and fail to recognize or label it as such. In one study 28% of female administrators at a university reported that they had been propositioned by male co-workers, while 27% of the graduate women at another university reported that they had received unwelcome attention from a professor or instructor. Overall less than 10% of these women felt that they had been sexually harassed. Some researchers have suggested that an individual's perception and labeling of an experience as harassing depends on three factors: the severity and duration of the experience and the age of the victim. In this particular study graduate women were more likely than undergraduates to report the same type of experiences as being harassing. Also, working women were more likely than students to report and perceive the situations, as harassing (Fitzgerald, et al., 1988). Considering all the factors it appears that the best estimate is that between 42% to 90% of working women have encountered sexual harassment (Terpstra and Cook 1985). This estimate is supported by the previously cited studies.

Consequences of Sexual Harassment

The consequences of sexual harassment can be listed

in two main areas: (1) the cost to the organization, and (2) the cost to the individual. The costs to the organization are enormous. The federal government estimated that it lost \$189 million during a two-year period. The losses were attributed to job turnover, medical insurance claims, absenteeism and reduced productivity resulting from sexual harassment of its employees (U.S. Merit Systems Protection Board 1981). After looking at this estimate solely from an economic point of view, it is difficult to understand why more has not been done to prevent sexual harassment.

The costs to the organization are obviously a direct result of the consequences suffered by the victim. There are three general areas of consequences to the victim: economic, physical and psychological. Terpstra and Cook (1985) reported that 66% of the sexual harassment cases resulted in the discharge of the victim. Voluntary termination by the victim was also frequently reported. This may be a reflection of the attitude that the victim is seen as more expendable than the perpetrator (Zvonkovic, 1989). As Farley (1978) and Hemming (1985) point out, the consequences of sexual harassment decrease a woman's long-term career opportunities. When a woman quits her job, she reduces the potential for promotion and continued training. She also loses insurance benefits,

sick leave and retirement benefits. The ability to secure a new job is greatly reduced when her potential employer inquires as to why she quit her last job. Formal education in the United States has a very significant impact on an individual's career possibilities. Sexual harassment in the academic setting constitutes a serious external barrier to women's career development (Fitzgerald et al., 1988). Many students will change their academic major or transfer to another school or quit school altogether to avoid continued contact with professors that are harassing them (Dziech and Werner, 1984).

Physical symptoms like headache, backache, nausea, weight loss or gain, as well as psychological reactions, like insomnia, depression and, nervousness are common results of sexual harassment (Fitzgerald et al., 1988). MacKinnon (1979) also reported victims suffer stomachaches, migraines, loss of appetite as well as emotional agitation and frustration.

Victims of sexual harassment experience emotional and psychological reactions similar to rape victims (Coles, 1986; Livingston, 1982; MacKinnon, 1979). Women who have been harassed feel angry, humiliated, ashamed and scared. Victims tend to blame themselves and take responsibility for the harassment. They begin to blame themselves for letting it continue. Consequences for victims of sexual

harassment have obvious spill over to their families. As Terpstra and Cook (1985) found, over half of the women who report sexual harassment are terminated from their jobs. The loss of income obviously has a significant impact on the couple and family. According to Zvonkovic (1988) the experience of income loss poses a risk of dyadic dissatisfaction and depression. If the woman is a single parent and is the sole breadwinner, the consequences are even more severe.

The majority of working women are in low-level, low-paying jobs. These jobs typically combine high levels of demands with little autonomy resulting in stress (Baruch, Biener and Barnett, 1987). Combine this stress with the stress and anxiety that is caused by sexual harassment and the results can be devastating.

Working women often experience the strain of handling the dual role of mother and worker (Hoffman, 1974). It would be safe to assume that this role strain would only be exacerbated when sexual harassment occurs. The guilt associated with the role conflict or strain combined with guilt experienced from being sexually harassed could be very damaging.

MacKinnon (1979) gives the example of one woman who found it difficult to relate to her husband when she came home from work. "I have difficulty dropping the emotional

barrier I work behind when I come home from work. My husband turns into just another man" (p. 47).

Coping With Sexual Harassment

Many women change the way they dress and make themselves less attractive hoping this will stop the harassment. Changing social patterns is another coping strategy. One victim of sexual harassment was able to limit her social contact at work to a few men in her department by staying at her work bench and eating her lunch in a small rest room in her department (MacKinnon, 1979). Individuals such as this become actual prisoners within their own work environment.

Women who pursue legal remedies are often victims of even more abuse. They must hire legal counsel and must have the financial and psychological resources for extended litigation. Much of the burden of proof is placed on them personally even when they receive the backing of their company (Livingston, 1982). Women who survive rape trials often describe it as being raped all over again (Russel, 1984). When victims of sexual harassment take their complaint to court the harassment continues as they are repeatedly harassed by defense attorneys.

Values and Behavior

One of the pioneers of the study of human values was Eduard Spranger, a professor of philosophy and pedagogics at the University of Berlin. In 1928 he completed his work entitled *Types Of Men: The Psychology And Ethics Of Personality*. This book has been credited for propelling the study of human values into the realm of social science (Simmons, 1982). According to Spranger, (1928) personal values are internalized and ranked in a hierarchial order by each individual and that "the adequately experienced higher value as compared to the lower one would have to become a norm of behavior in the total development of life." This theory of hierarchial organization of values has been supported by others (Vernon and Alport, 1931; Maslow, 1959; Rokeach, 1973). Spranger believed that there are societal norms or values and individual values and that each individual lives or behaves according to his or her own values. He classified values into six categories: theoretical, economic, aesthetic, social, political and religious (Spranger, 1928). Individual values and behavior may be strengthened, modified or changed as an individual is challenged or reinforced by societal norms and values. In 1931, Vernon and Allport created, The Study Of Values, a survey to assess the six

valuing tendencies proposed by Spranger. They conformed as closely as possible to Spranger's six classification of attitudes and definitions in selecting specific instances of behaviors to use in their test. They also adopted Spranger's view that men are best known through the study of their subjective values (Vernon and Allport, 1931). The survey was later revised in 1960 by Allport, Vernon and Lindzey (Simmons, 1982).

Milton Rokeach an American social psychologist created the first real challenge to the Allport-Vernon-Lindzey Study Of Values (Simmons, 1982). He was concerned with the organization of attitude and belief systems and in 1968 created the Rokeach Value Survey. He devoted almost half a century to the study of human valuing and the organization of values. He defined a value as:

"an enduring belief that a specific mode of conduct or end-state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence. A value system is an enduring organization of beliefs concerning preferable modes of conduct or end-states of existence along a continuum of relative importance" (Rokeach, 1973 p. 5).

The work of Rokeach (1973) was guided by the following five assumptions about the nature of human values:

"(1) the total number of values that a person possesses is relatively small; (2) all men everywhere possess the same values to different degrees; (3) values are organized into value systems; (4) the antecedents of human values can be traced to culture, society and its institutions, and personality; (5) the consequences of human values will be manifested in

virtually all phenomena that social scientists might consider worth investigating and understanding" (p. 3).

Many writers regard the terms attitudes and values to be synonymous. However, Rokeach (1973) proposed that attitudes differ from values in that attitudes refer to an organization of several beliefs around a specific situation or object. A value on the other hand is a single belief of a very specific nature. He also stated that "values occupy a more central position than attitudes within one's personality makeup and cognitive system, and they are therefore determinants of attitudes as well as of behavior" (p. 18). Rokeach believed that in the study of social attitudes and behavior, values are the main independent variable. He stated that "it is difficult to conceive of any problem social scientists might be interested in that would not deeply implicate human values" (Rokeach, 1973, preface).

No two individuals have been able to agree on exactly how many values the typical person possesses or which values they should possess. However, after careful consideration and years of research Rokeach (1973) identified 36 common values. The list is not all inclusive but contains common values of a manageable size for the purpose of measurement and analysis. The list is divided into two kinds of values: instrumental and terminal. Instrumental values refer to beliefs concerning desirable modes of conduct

(ambitious, cheerful, helpful) and terminal values refer to desirable end-states of existence (equality, mature love, salvation). He further divided the terminal values into personal and social values and instrumental values into moral values and competence values. While it is unrealistic to expect that any one value or attitude should predict behavior perfectly, values are significantly related to all kinds of behavior (Rokeach, 1973).

The question is often asked which comes first the behavior or the value? As Kalish and Collier, (1981) suggest, having a purpose or driving force in life involves the interaction of values and behavior. Most often behavior is consistent with established values and behavior is motivated by these values. Conversely, at times individuals develop values to justify existing behaviors.

To further understand and explain the relationship between values and behavior Rokeach (1973) outlined a theory of cognitive and behavioral change. The first principle is an understanding of the "total belief system". Countless beliefs are organized into thousands of attitudes which are organized into several dozens of hierarchically arranged instrumental values and several handfuls of hierarchically arranged terminal values. All

this is organized to form a "single, functionally interconnected belief system, wherein terminal values are more central than instrumental values and instrumental values are more central than attitudes" (p. 215).

Consistent with most theories in social psychology, Rokeach (1973) discusses how change within the system affects the balance and how it impacts behavior:

"Since the total belief system is a functionally interconnected system, a change in any part of it should affect other parts and should moreover affect behavior. The more central the part affected by an induced change, the more enduring and far-reaching should be its effects, not only on other parts of the cognitive system but also on behavior" (p. 216).

One of the factors that can bring about change in a belief system is imbalance or contradiction within the belief system. There must be cognitive inconsistency between values and behavior to bring about behavior change or a change in values.

"A contradiction within the cognitive system may be assumed to have no psychological import unless it implicates self-cognitions, in which case the inconsistency that generates a process of change is not between any two inconsistent cognitions, but between cognitions about oneself, and cognitions about one's total performance" (Rokeach, 1973 p. 225).

One of the results of this contradiction is "self-dissatisfaction". It differs from self-esteem in that it is situation specific and will vary from one situation to another. One of the modes of reducing self-dissatisfaction is to resolve the contradiction. The

individual resolves the contradiction either between the self-conception and the value or between the self-conception and the attitude rather than the contradiction between the value and the attitude (Rokeach, 1973).

"If the attitude is inconsistent with self-conception and the value is consistent, the attitude should change to become more consistent with the value. However, if it is the value that is inconsistent with self-conception and the attitude is consistent the value should change" (Rokeach, 1973 p. 229).

Rokeach (1985) has identified the key element in the change process as self-confrontation.

"Most people do not know, and are unable to articulate, their value priorities. But when they find out with our assistance what their value priorities are by the method of self-confrontation, the information they thus obtain in private largely shorts-circuits ego-defensive rationalization typically brought about by self-presentations to significant others. They are thus in a better position to ponder and to discover for themselves whether their value priorities, and the social attitudes and behaviors they perceive to follow from their value priorities, are compatible with their attempts to maintain and to enhance conceptions they have of themselves as competent and moral persons." (p. 166).

It is possible to change both values and behavior (Ball-Rokeach, Rokeach & Grube, 1984; Rokeach, 1973, 1979, 1985). Values are more enduring than attitudes and are somewhat resistant to change. However they can be changed and a change in values often results in a change in behavior. Rokeach (1985) reported that changes in attitudes and values are found to have important

behavioral consequences, that are important to self and others and last at least 21 months after the change in values.

Within the last two decades the relationship between personal values and behavior has been given moderate attention by researchers. Rokeach (1973) proposed a model of political ideologies. This model was based on the extent to which people value freedom and equality. Those persons that value freedom and equality highly are defined as socialists. Capitalists place a high value on freedom but a low value on equality. Communists place a low value on freedom but a high value on equality and fascists place a low value on both freedom and equality. Rokeach predicted that liberals would have the socialist value pattern and conservatives would have the capitalist value pattern. These predictions were successfully tested during the 1968 presidential campaign. Jones (1982) successfully replicated the Rokeach findings during the 1980 presidential campaign. Rokeach (1973) also successfully identified relationships between church attendance and values, antiwar protest and values, honesty and values, and academic major and values. Other researchers have investigated the relationship between values and a variety of behaviors such as smoking behavior (DeSeve, 1975), weight loss (Schwartz and Inbar, 1988),

sexual behavior (McCormick, Izzo and Foloik, 1985) consumer behavior (Pitts and Woodside, 1983) juvenile delinquency (Luengo-Martin, 1985) and drinking behavior (Kilty, 1978). There are other studies that have concerned themselves with this topic and the results from some of these studies have shown a significant relationship between certain values and certain behaviors.

Values education\exploration is another process that can change attitudes, and values that lead to behavior change. It is an endeavor that is undertaken on many college campuses. However, there is little agreement on the method that is best suited to facilitate values development (Dalton, Barnett, and Healy, 1982). There are three main approaches to values education\exploration. They are instruction (includes both formal classroom instruction and informal activities), consultation (includes counseling, advising and mentoring), and administration (includes administration of the rules, procedures, and physical and human resources of a college or university). The most successful approach would be a combination of all three methods. An instructional values exploration program should be complimented by consultation and administrative activities that will enhance values development in students (Dalton, Healy, & Moore 1985).

Values and Sexual Harassment

As mentioned previously, some men, regardless of the situation, do not sexually harass women. The rationale is that these individuals' personal and moral standards prevent them from engaging in sexual harassing behavior, whether verbal or physical (Backhouse and Cohen, 1981). A recent computer-aided search of Dissertation Abstracts International, Psychological Literature, Social Science Abstracts (Wilsonline) and Educational Resource Information Center (ERIC) has failed to provide any research that has been conducted to consider the relationship between sexual harassment and personal values. This void of research provides the motivation and rationale of the current study.

An additional underlying impetus of this study is that of responsibility for sexual behavior. Our society has turned this responsibility away from men, to an attack on women's morality. This appears to have been a practice of societies throughout history (Backhouse and Cohen, 1981). This has been demonstrated more openly in the legal profession. The clear task of defense attorneys regarding trials involving rape, sexual assault and harassment is to discount the woman's testimony by casting a shadow on her moral character. Rarely has the moral

character of the alleged perpetrator been a significant factor. This study will break new ground and consider the values of males as they relate to the proclivity or probability of these men to engage in sexually harassing behaviors.

Summary

In this review of literature the sexual harassment of women by men has been traced throughout history. The scope of the review has considered victims in business and industry as well as higher education. The perpetrators have been physicians, professors, corporate executives, co-workers and colleagues. What then is the rationale for using undergraduate male students in this research? This study is not designed to identify current harassers or to discover the prevalence of sexual harassment on the college campus. It is designed to discover if those college age men that have a high proclivity or probability to engage in sexually harassing behavior at some future time, differ in their value rankings from those men that have a low proclivity toward sexual harassment. College age men will soon be entering the labor force and will carry with them their value systems. If it can be determined that certain values or the lack of certain

values contribute to sexual harassment proclivities, then there is a valid reason to focus on values exploration as a intervention and prevention program regarding sexual harassment.

CHAPTER 3

METHODOLOGY

Hypotheses

In this study considering the relationship between sexual harassment proclivities and personal values, the following hypotheses were tested:

1. There is no difference on median rankings of terminal and instrumental values between the group of men who score at and below the 30th centile on the LSH and the group of men who score at and above the 70th centile on the LSH.
2. There is no relationship between scores on the LSH and ranking of terminal and instrumental values.

Instrument

The instrument consisted of the following two surveys:

1. Likelihood of Sexually Harassing Scale
2. Rokeach Value Survey

The LSH (Likelihood of Sexually Harassing Scale) was

developed by Pryor (1987) to measure the sexual harassment proclivities in men. It consists of ten scenarios. Each depicts a male who, by virtue of his social role or the particular circumstances described, has the power to control an important reward or punishment for a female "target". Each scenario contains a different set of social roles to describe the male and female in the situation (e.g., professor/student, executive/secretarial applicant,). Participants are asked to place themselves in the role of the male in each scenario and to imagine that whatever their chosen course of action no negative consequences would result from their choices (Pryor, 1987). Following each scenario three alternative courses of action are listed. The key alternative is one that involves sexual exploitation. This item involves the male using his social power to elicit sexual favors from the female target. Participants are asked to indicate the likelihood of their performing these behaviors on a 1-5 scale where 1 signifies not at all likely and 5, very likely.

The second alternative (item "B") is the only alternative that is used in scoring the LSH. It is always the sexually exploitative alternative. The numbers (1-5) are simply summed to give an overall LSH Score. A participant's LSH score may range from 10 (not at all

likely) to 50 (very likely).

The LSH is a relatively new instrument. Pryor (1987) conducted three studies to develop and validate his instrument. The two initial studies were conducted to examine the reliability, convergent validity and the discriminant validity of the LSH. The item-total correlations for the ten scenarios were extremely high. "Overall, these items seem to be reliably measuring a common construct (coefficient alpha = .95)" (p. 275). In the second sample, the LSH instrument also proved to be highly reliable (Cronbach's coefficient alpha = .93). "A principle components factor analysis extracted a single factor accounting for 61% of the variance" (p. 278). The goal of the third study was to assess the "behavioral validity" or predictive validity of the LSH instrument. In this study the LSH instrument again proved to be highly reliable (coefficient alpha = .90). "However, the principle components factor analysis extracted two factors instead of the single factor found in the first two studies. The first factor accounted for 55% of the variance, while the second factor for only 10%" (p. 283). These studies seem to provide sufficient evidence that the LSH reliably measures sexual harassment proclivities in men. The Rokeach Value survey was created in 1968. It is designed to measure how individuals rank specific values

as guiding principles in their lives. Rokeach (1973) identified values as having an enduring quality and that specific modes of behavior or end-states of existence are guided by these values. He classified values into two basic categories, those that focus on end-states of existence (terminal values) and those that are concerned with specific modes of conduct (instrumental values). Terminal values which are concerned with end-states of existence such as salvation, world at peace, and peace of mind may be self-centered or society-centered. Instrumental values may be seen as modes of behavior that are instrumental to the attainment of all values concerning end-states of existence.

Form D of the Rokeach instrument consists of two pages and each page has 18 values listed alphabetically. The first page contains terminal values and the second page lists instrumental values. The values are accompanied by a short description and printed on a gummed label that can be removed and placed in a box parallel to the list in the desired order. Respondents are asked to rank each value in order of its importance to them. Form D has been proven to be highly reliable in contrast to other forms of the Rokeach survey and the actual task of physically ranking the values by removing the gummed labels seem to make the task intrinsically more

interesting (Rokeach, 1973).

Median test-retest reliabilities have been obtained for both the terminal and instrumental values. The time intervals ranged from three to seven weeks. The test-retest reliability of Form D after seven weeks was reported as .72. The test-retest reliability for longer time intervals is only slightly lower. For terminal values the reliability after 16 months was .69. For the instrumental values the median reliability was .61 after 16 months. The reliability tests were conducted on college students at Michigan State University (Rokeach, 1973).

There has been some concern expressed regarding social desirability bias and the Rokeach Value Survey. Studies conducted by Goldsmith, Stith & White, (1987) and Kristiansen, (1985) concluded that the Rokeach Value Survey appears to be relatively free from significant social desirability bias.

Sample Selection

The sample consisted of 100 randomly selected undergraduate male students that were enrolled spring term 1990 at Oregon State University. The random list was obtained from the Registrar's Office. Once the random

list had been obtained it was noticed by the researcher that he had counseled with one of the subjects regarding violations of the student conduct code. In consulting with the director of the conduct system it was determined that it would be inappropriate to include this individual in the study. As a result his name was removed from the list dropping the sample size from 100 to 99.

Procedure

The nature of the study and the LSH questionnaire required total anonymity for the measurement to be reliable and the results valid. In order to achieve this, the instrument did not contain any questions regarding name and address or other obvious identifying characteristics. The survey was not mailed to respondents for several reasons. The cost of the Rokeach is significant enough to prohibit mailing them out when there is little incentive for subjects to return it. It was also impossible to assure anonymity and monitor the completion and return of the survey by mail. In order to create an incentive for participating in the study, subjects who completed the survey were offered the opportunity to enter a drawing to win one of four \$25.00 cash awards.

The respondents were notified by letter that they had been randomly selected to participate in a survey of student attitudes. After the letters had been sent to the sample they were contacted by phone and a time was scheduled for them to complete the survey (there were twelve different time slots available). The participants were instructed to go to room 211 in the Memorial Union at the agreed time to fill out the survey. The week before the survey sessions, post cards were sent to the individuals who had agreed to complete the survey to remind them of the time they had been scheduled to come. They were also called the day or night before the scheduled session to remind them of the appointment. The total number of individuals who completed the surveys was 74 and the group size for filling out the survey ranged from 3 to 15. Once the participants arrived at the Memorial Union they were checked off a list and asked to take a seat. When all the participants had arrived for the particular session, they were given a brief introduction and were instructed to be as honest as possible in completing the survey. They were assured that their responses were totally anonymous. They were instructed to take their completed surveys to the front of the room, place them on the table and then come to the back of the room where they could fill out the

entry form for the drawing. During the smaller sessions a stack of completed surveys was placed on the table in the front of the room and subjects were instructed to place their completed surveys in the center of the stack. Every effort was made by the researcher to create and protect an anonymous testing environment.

CHAPTER 4

RESULTS

Method of Data Analysis

Scores on the LSH are nonparametric, nominal scale data. The Rokeach Survey is an ordinal measure. The LSH was used to identify two groups: men who scored at and below the 30th centile (low proclivity) and men who scored at and above the 70th centile (high proclivity) on the LSH. These two groups were utilized in the analysis and each group consisted of 22 individuals with a total N of 44. The surveys of the men who scored between the 30th and 70th centiles were not used in the analysis. Once the N had been identified, the median for each of the 36 values was calculated. A 2 x 2 matrix was created for each value and chi-square was used to test for significant differences between the medians of the two groups for each of the 36 values. The phi coefficient was used to compute the correlation between scoring high or low on the LSH and ranking the values at and above the median, and not above the median on the Rokeach Value Survey. Chi-square was also used to test the significance of the phi

coefficient and determine the direction of the correlation. The phi coefficient is an absolute value. A phi coefficient of $+0.30$ has the same value as -0.30 . However the positive or negative value of the phi coefficient indicates the direction of the correlation. A positive correlation indicates that respondents getting high scores on the X variable also tend to get high scores on the Y variable. Conversely, respondents who get low scores on X also get low scores on Y. A negative correlation exists if respondents who obtain high scores on the X variable tend to obtain low scores on the Y variable. Conversely, respondents achieving low scores on X tend to achieve high scores on Y.

Characteristics of the Sample

The sample was randomly drawn from the undergraduate male population of Oregon State University and was limited to those men enrolled spring term of 1990. Of the 99 men in the corrected random sample, 74 completed the Rokeach Value Survey and the Likely To Sexually Harass Scale (LSH). The LSH was used to identify two groups: those men who scored at or above the 70th centile (High LSH) and those men that scored at or below the 30th centile (Low LSH). Each of these groups consisted of 22

men resulting in a total N of 44. All comparisons and analyses were made between these two groups.

Due to the primary importance of the LSH survey to this study a discussion of the distribution of scores on the LSH is necessary. The LSH used a Likert-type response scale. The responses of "not at all likely" had a value of 1 and the response "very likely" had a value of 5. The minimum score possible was 10. To score a 10 the respondent would mark "not at all likely" on each of the 10 scenarios indicating no proclivity toward sexual harassment. Any response other than "not at all likely" would have resulted in a higher score indicating some proclivity toward sexual harassment.

Over half (51%) of the 74 men that completed the LSH had a score of 10. The remaining 49% of men's scores ranged from 11 to 32. Because it was unclear how different a score of 11 is to a score of 10 the decision was made to only include the top 30% and bottom 30% of scores in the analysis. This decision was based on T. L. Kelly's work on item analysis. He demonstrated that when high and low groups were made up of the top and bottom 50%, those scores clustering around the median had little difference on the discrimination index (Downie and Heath, 1974). It is recommended that when making comparisons between high and low groups that the groups be split at

minimum, between the top and bottom 35%. Kelly recommended that the top and bottom 27% be used for maximum results (Downie & Heath, 1974). However, in an effort to have an adequate sample size for the analysis, the researcher decided to use the top and bottom 30%. In order to have an equal cell size, 22 of the 38 individuals who scored a 10 were randomly selected by use of a random numbers table. The range of scores in the high LSH group were from 13 to 32. The high score of 32 is lower than Pryors' (1987) results. This may be due to the small sample size of the current study. There has been little data published on the LSH so it is impossible to determine if the current data are representative sample.

The subjects ranged in age from 18 to 35. Table 1 shows a distribution of the sample by age. Almost half (47%) were in the 21 to 23 age group. The next largest percentage (27%) of men were in the 18 to 20 age group. Table 2 shows the distribution of the sample by year in school. The majority (68%) of the men were in their junior (36%) or senior (32%) year. Table three shows the distribution of the sample by marital status. A very clear majority (84%) were single and had never been married.

Table 1

Distribution of Sample by Age

| Age | Total Sample | | Low LSH | | High LSH | |
|---------|--------------|------|---------|------|----------|------|
| | N | % | N | % | N | % |
| 18 - 20 | 12 | 27% | 5 | 23% | 7 | 31% |
| 21 - 23 | 21 | 47% | 10 | 45% | 11 | 50% |
| 24 - 26 | 7 | 16% | 4 | 18% | 3 | 14% |
| 27 - 29 | 2 | 5% | 1 | 5% | 1 | 5% |
| 30 + | 2 | 5% | 2 | 9% | - | - |
| Total | 44 | 100% | 22 | 100% | 22 | 100% |

Table 2

Distribution of Sample by Year In School

| Year In School | Total Sample | | Low LSH | | High LSH | |
|----------------|--------------|------|---------|------|----------|------|
| | N | % | N | % | N | % |
| Freshmen | 5 | 11% | 4 | 18% | 1 | 5% |
| Sophomore | 9 | 20% | 5 | 23% | 4 | 18% |
| Junior | 16 | 36% | 5 | 23% | 11 | 50% |
| Senior | 14 | 32% | 8 | 36% | 6 | 27% |
| Post Bac | - | - | - | - | - | - |
| Total | 44 | 100% | 22 | 100% | 22 | 100% |

Table 3

Distribution of Sample by Marital Status

| Marital Status | Total Sample | | Low LSH | | High LSH | |
|---------------------|--------------|------|---------|------|----------|------|
| | N | % | N | % | N | % |
| Never married | 37 | 84% | 17 | 77% | 20 | 91% |
| Separated | - | - | - | - | - | - |
| Divorced | - | - | - | - | - | - |
| Widowed | - | - | - | - | - | - |
| Married | 7 | 16% | 5 | 23% | 2 | 9% |
| Living with partner | - | - | - | - | - | - |
| Total | 44 | 100% | 22 | 100% | 22 | 100% |

Once the two groups (Low LSH and High LSH) were identified, medians were calculated and median tests were performed to determine if a significant difference existed between the two groups' ranking of the 36 values. Tables 4 and 5 show the chi square value, phi coefficient and the significance of each of the 18 Instrumental values and the 18 Terminal values measured by the Rokeach Value Survey.

Table 4

Chi Square, Phi Coefficient, and Level of Significance for Instrumental Values

| Value | Chi Square Median Test | Phi Coeff. | Sig. at. .05 Level |
|-----------------|---------------------------|------------|-----------------------|
| Ambitious | .03 | .23 | no |
| Broad-Minded | .82 | .14 | no |
| Capable | 2.27 | -.27 | no |
| Clean | .00 | -.05 | no |
| Courageous | .09 | -.09 | no |
| Forgiving | 2.27 | -.27 | no |
| Helpful | 2.27 | -.27 | no |
| Honest | 4.45 | -.36 | yes |
| Imaginative | .36 | .14 | no |
| Independent | 1.46 | .23 | no |
| Intellectual | .09 | .09 | no |
| Logical | 1.46 | .23 | no |
| Loving | 2.27 | -.27 | no |
| Loyal | 4.45 | -.36 | yes |
| Obedient | .00 | -.05 | no |
| Polite | .37 | -.07 | no |
| Responsible | .46 | .23 | no |
| Self-Controlled | .09 | .09 | no |

Table 5

Chi Square, Phi Coefficient, and Level of Significance for Terminal Values

| Value | Chi Square Median Test | Phi Coeff. | .05 Sig. Level |
|--------------------|---------------------------|------------|-------------------|
| A Comfortable Life | 5.93 | .41 | yes |
| Equality | 7.36 | -.45 | yes |
| An Exciting Life | .00 | .05 | no |
| Family Security | 1.46 | -.23 | no |
| Freedom | .37 | -.13 | no |
| Health | 1.48 | .23 | no |
| Inner Harmony | .82 | -.18 | no |
| Mature Love | .00 | .00 | no |
| National Security | .82 | .18 | no |
| Pleasure | 1.46 | .23 | no |
| Salvation | 5.93 | -.41 | yes |
| Self-Respect | 1.48 | -.22 | no |
| Sense/Accomp | .50 | .15 | no |
| Social Recognition | .83 | .18 | no |
| True Friendship | .09 | -.09 | no |
| Wisdom | .00 | .05 | no |
| World at Peace | .36 | -.14 | no |
| World of Beauty | 2.35 | -.28 | no |

When the rankings of the 36 values were compared between the two groups, 5 values were found to be ranked significantly different. They were equality, a comfortable life, salvation, honest, and loyal. The two groups of men differed the most in their ranking of the value equality. The chi square value of 7.36 is significant at the .05 level as well as the .01 level. Table 6 shows a summary of the statistical analysis of the 5 significant values.

Table 6

Summary of Statistical Analysis of the Significant Values

| Value | Median | % Of Group At Or Above The Median | | Chi Square | Sig. Level | |
|------------------|--------|-----------------------------------|----------|------------|------------|-----|
| | | Low LSH | High LSH | | | |
| Equality | 10.50 | 27% | 73% | 7.36 | .05 | .01 |
| Comfortable Life | 10.00 | 77% | 36% | 5.93 | .05 | |
| Salvation | 11.50 | 23% | 64% | 5.92 | .05 | |
| Honest | 3.50 | 32% | 68% | 4.45 | .05 | |
| Loyal | 7.50 | 32% | 68% | 4.45 | .05 | |

Hypotheses Testing

The hypotheses were tested at the .05 level of significance. Hypothesis 1 stated that there are no differences on median rankings of terminal and instrumental values between the group of men who score at and below the 30th centile on the LSH and the group of men who score at and above the 70th centile on the LSH. On the basis that there is a significant difference between the two groups' median rankings of the terminal values equality, a comfortable life and salvation and the instrumental values honest and loyal, hypothesis 1 is rejected.

Hypothesis 2 stated that there is no relationship between scores on the LSH and ranking of terminal and instrumental values. The phi coefficients for the terminal values equality, a comfortable life and salvation, and the instrumental values honest and loyal are significant at both the .05 and .01 levels. On this basis hypothesis 2 is rejected. The correlation between score on the LSH and the ranking of the values equality, honest, loyal, and salvation is negative or inverse. The correlation between score on the LSH and the ranking of the value a comfortable life is positive.

Discussion

In the testing of hypothesis 1, there was a significant difference in the two groups' ranking of 5 of the 36 values. The low proclivity group ranked the values equality, salvation, honest and loyal significantly higher than the high proclivity group. The high proclivity group ranked the value a comfortable life significantly higher than the low proclivity group. The four values that the low proclivity group ranked higher than the high proclivity group are values that commonly indicate interaction and relationships with others and in the case of salvation with God. The value a comfortable life is defined by Rokeach as a prosperous life and is a value that may indicate a relationship to money and power.

CHAPTER 5

SUMMARY AND CONCLUSIONS

Summary

The main purpose of this study was to determine if there is a relationship between sexual harassment proclivity and personal values. An answer to the following question was sought: Do men who show a higher proclivity toward sexual harassment differ in their ranking of personal values than men who show a low proclivity toward sexual harassment?

It has been speculated (Farley, 1978; Backhouse and Cohen 1981; Wise and Stanley, 1987; Fasteau, 1974; MacKinnon, 1979; Benson and Thomson, 1982,) that the driving force behind sexual harassment is either a desire for power and a need to control others or it is a natural consequence of the sexual attraction and energy that exists in environments where men and women are in close proximity.

The premise of this study is that values also play a role in sexual harassment behavior. Rokeach (1973) has documented that it is possible to create changes in

individuals' value systems. This change precedes changes in attitudes which may result in behavior change. Since sexual harassment is obviously a social behavior, then values and attitudes may play an important role. The theory proposed by Backhouse and Cohen (1981) is that the religious commitment, personal code of morality, and ethical standards of some men prevent them from engaging in sexually harassing behavior. If this is true, then men who have a low proclivity toward sexual harassment may differ in their ranking of values from men who have a higher proclivity toward sexual harassment.

The subjects were undergraduate male students who were enrolled at Oregon State University, spring term 1990. The Likelihood of Sexually Harassing Questionnaire (LSH) developed by Pryor (1987) was used to identify two groups of men: those with a low proclivity toward sexual harassment and those with a high proclivity toward sexual harassment. The Rokeach Value Survey was used to measure the values of these two groups.

After the two groups had been identified, medians were calculated for the 18 instrumental values (preferred modes of conduct) and the 18 terminal values (end states of existence). A median test was then performed to determine if there were any significant differences between the two groups' ranking of the 36 values. The phi

coefficient was also calculated to determine if a correlation existed between the score on the LSH and ranking of the values at and above the median or below the median.

The two groups of men were found to differ significantly on five of the 36 values. Those five values were equality, a comfortable life, salvation, honest, and loyal. The men who scored at or below the 30th centile on the LSH (indicating that they have a low proclivity toward sexual harassment) gave a higher ranking to the values equality, honest, loyal, and salvation than the group of men who scored at or above the 70th centile on the LSH (indicating a higher proclivity). The high proclivity group ranked the value a comfortable life (a prosperous life) significantly higher than the men in the low proclivity group.

Conclusions

The results of this study indicate that there is a significant difference between men with a high proclivity toward sexual harassment and men with a low proclivity toward sexual harassment in their ranking on 5 of the 36 values. The percentage of values that were significantly different (14%) may seem small. However, 4 of the 5

values that are significantly different (equality, honest, loyal and salvation) appear to be central values that are important to our society.

The "laws of the land", the Scout Law, and all academic institutions hold the value honest as a premier value. Academic dishonesty is the antithesis of higher education. The federal government has established the channel to facilitate equality and uphold The Civil Rights Act of 1964 through Affirmative Action Offices and legislation such as Title 7 and Title 9. The expansion of Christianity and other religions throughout the world signify the wide-spread acceptance of the value salvation. One of the most basic elements of sustaining human relationships is loyalty. Appelton, Briggs and Rhatigan (1978) identify disloyalty and dishonesty as "kisses of death" in the student personnel profession. These combined factors suggest that the four values of equality, honest, loyal, and salvation are important values that are accepted by a majority of our society. Wilson (1988) validates a need for common or core values in his position that common values adhered to by the majority of a group, reinforce a sense of community cohesion and solidarity and provide the group with overt expression. Value systems are one of the primary factors in social organizations (Penn, 1973). These values impact many aspects of

individuals' lives and their inclusion in the curriculum of a values exploration or education course needs little justification.

The fact that the high-proclivity men valued equality significantly lower than the low proclivity men indicates that they may be less concerned with promoting brotherhood and equal opportunity for all. This seems to lend support to the position that power is more of a motivating factor behind sexual harassment than an uncontrollable sex drive. An interesting but not statistically significant finding is that the value self-control was ranked slightly higher by the high proclivity group of men. The fact that the high proclivity men did not rank self-control lower than the low proclivity men suggests that high proclivity men are no more impulsive than low proclivity men.

In comparing the men with a high proclivity toward sexual harassment and the men with a low proclivity, the men with a high proclivity appear to be more self-indulgent and may not be opposed to taking advantage of other persons (Simmons, 1990). It seems logical that men who place a lower ranking on the values equality, honest and loyal may be more willing to exploit persons or situations if they perceive they can gain some benefit or reward. This assumption is consistent with Pryors' (1987) profile of men who are more likely to sexually harass. He

found that men with a high proclivity toward sexual harassment "have a tendency to behave in a sexually exploitative way when their motives can be disguised by situational excuses" (p. 288). These men also are more likely to be high in authoritarianism and hold adversarial sexual beliefs.

The values equality, honest, loyal and salvation are values that imply respect, cooperation and unselfish interaction with others. Rokeach (1973) documented in his experiments with value change that individuals who increased their ranking of equality, honest, and friendship, which are social values, had a decrease in personal values such as a comfortable life, an exciting life and pleasure. This pattern of change may suggest that as individuals place greater importance on social values they become less concerned with self indulgent behaviors.

Researchers (Raport and Burkhart (1984) and Malmouth and Check (1983)) who have studied sexually coercive behavior of males, particularly rape, have found that sexually coercive males reflect personal characteristics of immaturity, irresponsibility, lack of social conscience and poor socialization. They also act on a system of values where females are seen as adversaries. Pryor (1987) reported that the most significant factor in

predicting men's likelihood of sexual harassment is their acceptance of the rape myth which is the tendency to believe that women accept and even enjoy male sexual dominance even when it means physical coercion. The findings in this study provide additional support of the suggested profile of sexual harassers. Men in this profile have a lower regard for equality, honesty, and loyalty which are basic elements of healthy human relationships. They are less concerned with salvation which requires a belief in a more powerful being or entity than oneself. Finally, they place a significant importance on the value a comfortable life which Rokeach (1973) defines as a prosperous life. This would suggest that they may be materialistically oriented and more self indulgent.

The findings of the current study support a number of assumptions about the motivation behind sexual harassment. Russel (1984) proposed that men use sex to gain power over women and that sexual harassment is a form of hostility like rape. The finding that high proclivity men value equality significantly lower than low proclivity men is consistent with MacKinnon's (1979) position that sexual harassment keeps women subordinate to men.

Implications

The results of this study lend support to the continued investigation of values exploration and education as a possible intervention for sexual harassment. There are some significant value differences between high proclivity men and low proclivity men. Values do impact social behavior and values exploration and self-confrontation can change values, attitudes and behavior (Ball-Rokeach, Rokeach & Grube, 1984; Rokeach, 1973, 1979, 1985).

There are some who would oppose the position that specific values should be taught and argue that there are no common moral values to teach or promote. In contrast Wilson (1988) proposes that there is no enforcement of morals because there is no communication of morals. Sandeen (1985) illustrates this point by comparing two educational institutions' mission statements. The original statutes of Harvard College in 1636 stated:

"Everyone shall consider the main End on his life and studies, to know God and Jesus Christ which is eternal life...they shall eschew all profanation of God's holy name, attributes, word, ordinances, and times of worship, and study with reverence and love carefully to retain God and His truth in their minds." (p. 1).

Over 350 years later the newly created University of North Florida, states its purpose as:

"The University's primary responsibility is to serve

the Northeast Florida area by providing a sound foundation in professional education, to meet local needs in business administration, to reflect the economic characteristics of the community, and to prepare students for useful careers." (p. 1)

Granted the stated purpose of Harvard in 1636 was to produce a learned clergy (Brubacher and Rudy, 1976) and as a private institution it had that latitude. As a public institution the University of North Florida has a much different mission however, its mission statement does not even hint of the importance of moral values. Most colleges and universities include in their mission statements a commitment to promote awareness of values as part of the educational process. The statement issued on the 50th anniversary of "The Student Personnel Point of View" (Sandeen et al., 1987) discusses the professional responsibility of student services personnel to participate in values exploration. It specifically states that "Student affairs staff can be expected to help students explore and clarify values, and support and explain the values, mission and policies of the institution." It appears, however, that these mission statements of educational institutions and professional organizations are nebulous commitments without reference to specific values to explore, clarify and promote. Sandeen (1985) further states that despite the commitment of educational institutions, "one must search for examples of student development interventions designed specifically

to promote values education in college students"
(foreword).

In an effort to provide "value free education" it appears a "valueless" education has evolved. There is a need for higher education to take a corrective look at an earlier era when educational institutions took a clear stand on the values they would promote. According to Dalton (1985) the reason that student affairs staff have a renewed interest in values education is because of the widespread erosion of ethical values of college students. Alexander Astin's (1977) longitudinal research on the values and characteristics of college students has produced some disturbing findings. College students are showing a trend of increasing materialism and hedonism and a decline in social consciousness and altruism (Dalton, 1985). If educational institutions were to make the decision to implement a values exploration course some basic values to explore may be equality, honesty, and loyalty. Values education and exploration takes place in a number of ways. Values are taught in the way individuals dress, the political party they affiliate with and the books they have on their shelves. Values are conveyed through institutional policies and procedures. Perhaps the implementation of values education and exploration programs would assist in resolving some of the

social problems that exist in our society. Sexual harassment is a significant social problem and values education and exploration may be a viable way to intervene and prevent its continuation.

Traditional freshmen students, as adolescents, are still developing value systems and are still dependent upon family members' influences as they go through the process of exploring, selecting and solidifying their values (Penn, 1973). Student services personnel, faculty, and administrators can have a powerful influence and provide students with a solid foundation as they cross the bridge from dependence on family values to developing and implementing their own value systems.

Values education and exploration are not the only avenue by which the results of this study may be applied. Equality is the value with the most significant difference in ranking between the low proclivity men and the high proclivity men. All departments on college and university campuses as well as those individuals involved in the management of business and industry need to make a significant effort in providing equal access in regard to hiring, as well as other personnel decisions. A significant effort to provide opportunities for greater numbers of women and other minorities to be involved in all levels and

capacities of education and business and industry is a place to start.

Limitations

Every effort was made by the researcher to assure anonymity of the men participating in the study. However, due to the nature of the topic, some men may have been reluctant to be totally honest. With the steps taken to maintain the anonymity of the respondents it was impossible to match the responses with the respondent. Therefore conducting a longitudinal study to determine if those individuals that have a high proclivity toward sexual harassment, actually follow and act on that proclivity is impossible. The relatively small sample size is of some concern; however it was randomly drawn and statistically adequate. A final caveat must be made regarding the LSH questionnaire, it is a fairly new instrument and has not had significant use, and it was designed to measure the proclivity or likelihood to sexually harass not actual harassment behavior.

Taking these factors into consideration, this is possibly the first study to explore the relationship between personal values and sexual harassment. This author is aware of only one study published that measured the proclivity of men toward sexual harassment and the

author is unaware of any research that has been published regarding the relationship of men's values and sexual harassment. As a result, there is no extant data to compare with the current data.

Recommendations

Based on the review of literature preliminary to this study, it became apparent that the research regarding the perpetrators of sexual harassment is severely deficient and almost nonexistent. The results of the present study give support to further investigation of the values and attitudes of men and their relationship to sexual harassment. Another area to research is the attitudes and values of sexual harassment perpetrators as well as investigation of the causal factors linked to sexual harassment. The following recommendations are suggested:

1. The current study should be replicated on other campuses with larger samples to assess the reliability of the results.
2. The design of this study should be used in business and industry to obtain the perspective of men who are currently in the labor force.

3. Values education and exploration courses should be considered as an avenue to increase individuals' awareness of the need for equality.
4. The LSH should be used as pretest and posttest assessment of an instructional values education and exploration course where equality, honesty and loyalty have a significant focus.
5. The focus of future sexual harassment research needs to be on male perpetrators, not on women who are victimized.
6. The value equality deserves further attention in regard to its impact on sexual harassment. Future research should explore the relationship between equality and sexual harassment.
7. Business and industry need to promote equality in the work place through seminars and workshops and well as through policies and procedures.

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APPENDICES

Appendix A

Introductory Letter to Respondents

Dear,

You have been selected as part of a random sample to participate in a survey of student attitudes. The survey is being coordinated by The Office Of The Dean Of Students. Although participation in the study is not mandatory your response would add a significant contribution to our understanding of students and the improvement of the university environment.

It will take less than one hour of your time. Your responses will be totally anonymous and confidential. I realize your time is valuable and I will give away \$100.00 in four cash awards of \$25.00 as a way of thanking students for taking the time. By completing the survey you qualify to enter a drawing for one of the \$25.00 cash awards. The cash awards will be presented by Friday June 1st.

For your convenience I have scheduled a room in the Memorial Union for you to complete the survey. I will be contacting you by phone within the next several days to schedule a time that would be most convenient.

Sincerely

Eric R. Olsen
Student Advisor
Dean Of Students' Office
Oregon State University

To accommodate your schedule I have arranged for the room at several different times, which are Monday May 14th through Friday May 18th from 12:30 to 1:30 pm, 3:30 to 4:30 pm and 6:30 to 7:30 pm. Please review your schedule and be prepared to select a time when I call.

Appendix B

Likelihood of Sexually Harassing Scale

LSH Scale

Instructions

On the sheets that follow you will find 10 brief scenarios that describe 10 different interactions between males and females. In each case you will be asked to imagine that you are the main male character in the scenario. Then you will be asked to rate how likely it is that you would perform each of several different behaviors in the described social context. Assume in each scenario that no matter what you choose to do, nothing bad would be likely to happen to you as a result of your action. Try to answer each question as honestly as you can. Your answers will be completely anonymous. No one will ever try to discover your identity, no matter what you say on the questionnaire.

Scenario #1

Imagine that you are an executive in a large corporation. You are 42 years old. Your income is above average for people at your job level. You have had numerous job offers from other companies. You feel very secure in your job. One day your personal secretary decides to quit her job and you have the task of replacing her. The personnel department sends several applicants over for you to interview. All seem to be equally qualified for the job. One of the applicants, Michelle S., explains during her interview that she desperately needs the job. She is 23 years old, single and has been job hunting for about a month. You find yourself very attracted to her. She looks at you in a way that possibly conveys she is also attracted to you. How likely are you to do the following things in this situation?

a. Would you give her the job over the other applicants? (Circle a number to indicate your response.)

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

b. Assuming that you are secure enough in your job that no possible reprisals could happen to you, would you offer her the job in exchange for sexual favors? (circle a number to indicate your response.)

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

c. Assuming that you fear no reprisals on your job, would you ask her to meet you later for dinner to discuss her possible employment?

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

Scenario #2

Imagine that you are the owner and, manager of an expensive restaurant. One day, while going over the receipts, you discover that one of the waitresses has made some errors in her checks. She has undercharged several customers. The mistake costs you \$100. In talking to some of the other employees, you find that the particular customers involved were friends of the waitress. You call her into your office and ask her to explain her behavior. The waitress confesses to having intentionally undercharged her friends. She promises that she will never repeat this dishonest act and tells you that she will do anything to keep her job. The waitress is someone you have always found particularly attractive. She is a divorcee and about 25 years old. How likely are you to do the following things in this situation?

a. Would you let her keep her job?

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

b. Would you let her keep her job in exchange for sexual favors?

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

c. Would you ask her to meet you for dinner after work to discuss the problem?

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

Scenario #3

Imagine that you are the manager of a shipping company. One day your supervisor asks you to study the possibility of buying several computers for the office. You call up several competing companies that sell computers. Each company sends a sales representative over to your office who describes the company's products. A salesperson from company "A" calls you and asks to come to your office. You agree and the next day a very attractive woman shows up. She can offer no real reason for buying her company's products over those of the other companies. However, she seems very sexy. How likely are you to do the following things in this situation?

a. Would you recommend her line of computers?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

b. Assuming that you are secure enough in your job that no possible reprisals could happen to you, would you agree to recommend her line of computers in exchange for sexual favors?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

c. Given the same assumptions as the last question above, would you ask her to meet you later for dinner to discuss the choice of computers?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

Scenario #4

Imagine that you are a Hollywood film director. You are casting for a minor role in a film you are planning. The role calls for a particularly stunning actress, one with a lot of sex appeal. How likely are you to do the following things in this situation?

a. Would you give the role to the actress whom you personally found sexiest?

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

b. Would you give the role to an actress who agreed to have sex with you?

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

c. Would you ask the actress to whom you were most personally attracted, to talk with you about the role over dinner?

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

Scenario #5

Imagine that you are the owner of a modeling agency. Your agency specializes in sexy female models used in television commercials. One of your models, Amy T., is a particularly ravishing brunette. You stop her after work one day and ask her to have dinner with you. She coldly declines your offer and tells you that she would like to keep your relationship with her "strictly business". A few months later you find that business is slack and you have to lay off some of your employees. You can choose to lay off Amy or one of four other women. All are good models, but someone has to go. How likely are you to do the following things in this situation?

a. Would you fire Amy?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

b. Assuming that you are unafraid of possible reprisals, would you offer to let Amy keep her job in return for sexual favors?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

c. Would you ask Amy to dinner so that you could talk over her future employment?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

Scenario #6

Imagine that you are a college professor. You are 38 years old. You teach in a large Midwestern university. You are a full professor with tenure. You are renowned in your field (Abnormal Psychology) and have numerous offers for other jobs. One day following the return of an examination to a class, a female student stops in your office. She tells you that her score is one point away from an "A" and asks you if she can do some extra credit project to raise her score. She tells you that she may not have a sufficient grade to get into graduate school without the "A". Several other students have asked you to do extra credit assignments and you have declined to let them. This particular woman is a stunning blonde. She sits in the front row of the class every day and always wears short skirts. You find her extremely sexy. How likely are you to do the following things in this situation?

a. Would you let her carry out a project for extra credit (e.g. write a paper)?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

b. Assuming that you are very secure in your job and the university has always tolerated professors who make passes at students, would you offer the student a chance to earn extra credit in return for sexual favors?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

c. Given the same assumptions as in the question above, would you ask her to join you for dinner to discuss the possible extra credit?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

Scenario #7

Imagine that you are a college student at a large Midwestern university. You are a junior who just transferred from another school on the East coast. One night at a bar you meet an attractive female student named Rhonda. Rhonda laments to you that she is failing a course in English Poetry. She tells you that she has a paper due next week on the poet, Shelly, and fears that she will fail since she has not begun to write it. You remark that you wrote a paper last year on Shelley at your former school. Your paper was given an A+. She asks you if you will let her use your paper in her course. She wants to just retype it and put her name on it. How likely are you to do the following things in this situation?

a. Would you let Rhonda use your paper?

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

b. Would you let Rhonda use your paper in exchange for sexual favors?

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

c. Would you ask Rhonda to come to your apartment to discuss the matter?

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

Scenario #8

Imagine that you are the editor for a major publishing company. It is your job to read new manuscripts of novels and decide whether they are worthy of publication. You receive literally hundreds of manuscripts per week from aspiring novelists. Most of them are screened by your subordinates and thrown in the trash. You end up accepting about one in a thousand for publication. One night you go to a party. There you meet a very attractive woman named Betsy. Betsy tells you that she has written a novel and would like to check into getting it published. This is her first novel. She is a dental assistant. She asks you to read her novel. How likely are you to do the following things in this situation?

a. Would you agree to read Betsy's novel?

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

b. Would you agree to reading Betsy's novel in exchange for sexual favors?

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

c. Would you ask Betsy to have dinner with you the next night to discuss your reading her novel?

| | | | | | |
|------------|---|---|---|---|--------|
| | 1 | 2 | 3 | 4 | 5 |
| Not at all | | | | | Very |
| likely | | | | | likely |

Scenario #9

Imagine that you are a physician. You go over to the hospital one day to make your rounds visiting your patients. In looking over the records of one of your patients, you discover that one of the attending nurses on the previous night shift made an error in administering drugs to your patient. She gave the wrong dosage of a drug. You examine the patient and discover that no harm was actually done. He seems fine. However, you realize that the ramifications of the error could have been catastrophic under other circumstances. You pull the files and find out who made the error. It turns out that a new young nurse named Wendy H. was responsible. You have noticed Wendy in some of your visits to the hospital and have thought of asking her out to dinner. You realize that she could lose her job if you report this incident. How likely are you to do each of the following things?

a. Would you report Wendy to the hospital administration?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

b. Assuming that you fear no reprisals, would you tell Wendy in private that you will not report her if she will have sex with you?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

c. Assuming that you fear no reprisals, would you ask Wendy to join you for dinner to discuss the incident?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

Scenario #10

Imagine that you are the news director for a local television station. Due to some personnel changes you have to replace the anchor woman for the evening news. Your policy has always been to promote reporters from within your organization when an anchor woman vacancy occurs. There are several female reporters from which to choose. All are young, attractive, and apparently qualified for the job. One reporter, Loretta W., is someone whom you personally find very sexy. You initially hired her, giving her a first break in the TV news business. How likely are you to do the following things in this situation?

a. Would you give Loretta the job?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

b. Assuming that you fear no reprisals in your job, would you offer Loretta the job in exchange for sexual favors?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

c. Assuming that you fear no reprisals in your job, would you ask her to meet you after work for dinner to discuss the job?

| | | | | |
|----------------------|---|---|---|----------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all likely | | | | Very likely |

Appendix C
Rokeach Value Survey

ROKEACH VALUE SURVEY

Milton Rokeach

Name:

Date of Birth:

City & State of Birth:

Sex:



Consulting Psychologists Press
577 College Avenue
Palo Alto, CA 94306
0725

Instructions

The following page lists 18 values arranged in alphabetical order. Each value is accompanied by a short description and is printed on a gummed label that can be peeled off easily and placed in the boxes in the left-hand column of the page.

Your goal will be to rank each value in its order of importance to you. Study the list and think of how much each value may act as a guiding principle in your life.

To begin, select the value that is of most importance to you. Peel off the corresponding label and place it in Box 1. Next, choose the value that is second in importance to you and place its label in Box 2. Work your way through the list until you have ranked all 18 values on this page. The value that is of least importance to you should appear in Box 18.

When you have finished ranking all 18 values, turn the page and rank the next 18 values in the same way.

When ranking, take your time and think carefully. The labels can be moved from place to place so you can change their order should you have second thoughts about any of your answers. When you have completed the ranking of both sets of values, the result should represent an accurate picture of how you really feel about what's important in your life.

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Please rank these values in the same manner as you did on the preceding page.

| | | |
|----|--|--|
| 1 | | A COMFORTABLE LIFE a prosperous life |
| 2 | | EQUALITY brotherhood and equal opportunity for all |
| 3 | | AN EXCITING LIFE a stimulating, active life |
| 4 | | FAMILY SECURITY taking care of loved ones |
| 5 | | FREEDOM independence and free choice |
| 6 | | HEALTH physical and mental well-being |
| 7 | | INNER HARMONY freedom from inner conflict |
| 8 | | MATURE LOVE sexual and spiritual intimacy |
| 9 | | NATIONAL SECURITY protection from attack |
| 10 | | PLEASURE an enjoyable, leisurely life |
| 11 | | SALVATION saved: eternal life |
| 12 | | SELF-RESPECT self-esteem |
| 13 | | A SENSE OF ACCOMPLISHMENT a lasting contribution |
| 14 | | SOCIAL RECOGNITION respect and admiration |
| 15 | | TRUE FRIENDSHIP close companionship |
| 16 | | WISDOM a mature understanding of life |
| 17 | | A WORLD AT PEACE a world free of war and conflict |
| 18 | | A WORLD OF BEAUTY beauty of nature and the arts |

| | | |
|----|--|--|
| 1 | | AMBITIOUS hardworking and aspiring |
| 2 | | BROAD-MINDED open-minded |
| 3 | | CAPABLE competent; effective |
| 4 | | CLEAN neat and tidy |
| 5 | | COURAGEOUS standing up for your beliefs |
| 6 | | FORGIVING willing to pardon others |
| 7 | | HELPFUL working for the welfare of others |
| 8 | | HONEST sincere and truthful |
| 9 | | IMAGINATIVE daring and creative |
| 10 | | INDEPENDENT self-reliant; self-sufficient |
| 11 | | INTELLECTUAL intelligent and reflective |
| 12 | | LOGICAL consistent; rational |
| 13 | | LOVING affectionate and tender |
| 14 | | LOYAL faithful to friends or the group |
| 15 | | OBEDIENT dutiful; respectful |
| 16 | | POLITE courteous and well-mannered |
| 17 | | RESPONSIBLE dependable and reliable |
| 18 | | SELF-CONTROLLED restrained; self-disciplined |

When you have finished, please proceed to the next page.

Appendix D
Follow-up Letter 1

May 8, 1990

Dear:

About a week ago I mailed you a letter regarding a survey on student attitudes. I still need your participation and yet I have been unable to contact you by phone. Would you please circle the day and time that you can complete the survey and return this letter to me at the Dean Of Students Office.

If you have any questions please call me at 737-3661 or stop by the Dean Of Students' Office and leave a message.

Sincerely,

Eric R. Olsen, Student Advisor
Dean Of Students' Office
Oregon State University

| | | | |
|----------|------------|----------|------------|
| May 14th | 12:30 p.m. | May 15th | 12:30 p.m. |
| | 3:30 p.m. | | 3:30 p.m. |
| | 6:30 p.m. | | 6:30 p.m. |
| May 16th | 12:30 p.m. | May 17th | 12:30 p.m. |
| | 3:30 p.m. | | 3:30 p.m. |
| | 6:30 p.m. | | 6:30 p.m. |

Appendix E
Follow-up Letter 2

May 5, 1990

Dear:

When I mailed your letter dated April 23, I overlooked the fact that you do not have a phone. Would you please circle the day and time that you can come to the Memorial Union room #211 and complete the survey on student attitudes.

If you have any questions and have access to a phone please call me at 737-3661 or stop by the Dean Of Students' Office and leave a message.

Sincerely,

Eric R. Olsen, Student Advisor
Dean Of Students' Office
Oregon State University

| | | | |
|----------|------------|----------|------------|
| May 14th | 12:30 p.m. | May 15th | 12:30 p.m. |
| | 3:30 p.m. | | 3:30 p.m. |
| | 6:30 p.m. | | 6:30 p.m. |
| May 16th | 12:30 p.m. | May 17th | 12:30 p.m. |
| | 3:30 p.m. | | 3:30 p.m. |
| | 6:30 p.m. | | 6:30 p.m. |