

THE EVALUATION OF YOUTH WORKERS IN INSTITUTIONS
FOR JUVENILE DELINQUENTS

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THE EVALUATION OF YOUTH WORKERS IN INSTITUTIONS
FOR JUVENILE DELINQUENTS

DISSERTATION

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CHAPTER I

NATURE AND SCOPE OF THE STUDY

The effectiveness of all institutions working with emotionally disturbed and delinquent youth depends on the quality and the effectiveness of the staff that create and administer the program. The most pressing problem facing administrators today is the improvement of the quality of the personnel that work directly with the children in these institutions. The focus of this study was on the position qualifications that are most important in the evaluation of this group of personnel. These position qualifications constitute the characteristics thought to be desirable, in varying degrees, to every position within the institutions studied. The importance of the position qualifications was established by determining trends that emerged between the specified qualification and situational characteristics in a representative sample of institutions providing care for emotionally disturbed and delinquent children. Some of the situational factors were also related to evaluation of the employee's general proficiency.

The Problem

The purpose of the study was to determine trends between selected factors in the study. Trends between thirty position qualifications and proficiency with children, proficiency with staff, education, age, sex, and length of service were examined. Trends between the type of institution, areas of duty, and general proficiency were also examined.

Background and Justification of the Problem

Identifying position qualifications significant to the effectiveness of staff has become an important problem because the institutional care of children in the United States has become big business. In 1958, there were 350 long-term institutions serving adjudicated delinquent children. These institutions had a daily population of 40,000 delinquent children and a total staff of 16,500 employees. In 1956, the national average cost per child was approximately \$1,850 a year in the public training schools alone.¹

More than sixty-one million dollars was spent in the year 1957-1958 by 139 public training schools for

¹Donald G. Blackburn, "Institutions for Juvenile Delinquents," National Probation and Parole Association Journal, IV (January, 1958), 12.

delinquent children in the United States and Puerto Rico.² The cost of short-term care of delinquent children is even higher. There were approximately 750 juvenile detention homes in 1959. The Fels Institute found that in twenty-one of the institutions serving jurisdictions totaling approximately thirty-five million people in fourteen states, the total 1958 operating budget was \$11,400,000.³

Unfortunately, this "big business" has grown in a topsy-turvy fashion because of the demands placed upon it and because many governmental units consider their child caring institutions as "step children that demand support but are unwanted." The result of this has been inadequate salaries and substandard administration. The Fels Institute states that "most training schools are spending considerably less than necessary to provide programs of minimum standard quality."⁴ Schrieber states, "A key element in all proposals dealing with services to individuals or groups, whether in institutions, on parole, or on probation, is the quality of personnel offering the services and supervising or administering them."⁵ Studt and

²Fels Institute of Local and State Government, Comparison of Expenditures and Estimated Standard Costs for Selected Juvenile Delinquency Services (Washington, D. C., 1960), p. 20.

³Ibid., p. 4.

⁴Ibid., p. 2.

⁵Paul Schrieber, How Effective Are Services for the Treatment of Delinquents? (Washington, D. C., 1960), p. 20.

Russell carry this point one step further in stating that "institutions dealing with juvenile delinquents are faced with many problems today. Among them the most urgent is the acute need for raising the standards of personnel in this field so that they can effectively discharge some newly conceived goals of service."⁶

The administration of child-caring institutions, with a few exceptions, has had a history of being substandard and unconcerned. During the past decade, however, a class of trained professional administrators has entered the field and is attempting to bring order out of the previous chaos. These dedicated individuals are eager for tools suited to their needs and situations. They recognize the importance of the youth worker as a part of the treatment team, and more attention is being given to the selection and evaluation of this personnel. Without valid criteria based on research, administrators frequently make evaluations that are based on subjective impressions and prejudice.⁷

⁶ Elliot Studt and Bernard Russell, Staff Training for Personnel in Institutions for Juvenile Delinquents (Washington, D. C., 1958), p. 1.

⁷ G. J. Geardini, "Evaluating the Work of Parole Officers," Reappraising Crime Treatment, Yearbook of the National Probation and Parole Association (New York, 1953), p. 68.

To date, administrators in child-caring institutions have had to base their evaluation procedures on conclusions borrowed from research in other fields. To some extent this is justifiable, because as Donald G. Blackburn, Executive Director, Youth Services Commission of Delaware, states, "One of the things we are coming to recognize more and more each day in our work is that the practices of good personnel administration are the same in any field, whether the product is soap chips, airplanes, a motion picture, a banking service, or the services of a social agency."⁸ The problem is in adapting the practices and the criteria to the unique circumstances found in child-caring institutions. Unfortunately, there has been no prior research in this field on which an administrator can determine what qualifications are vital to staff working directly with children.

Some writers have set forth qualifications which they deem to be desirable to group work positions, but these are usually based on observation and experience and have not been validated. Russell, Chief, Training Branch, Division of Juvenile Delinquency Service of the United States Children's Bureau, makes the following statement:

⁸Donald G. Blackburn, "Developing and Maintaining Staff Morale," The Proceedings of the National Association of Training Schools and Juvenile Agencies, LV (San Francisco, 1959), 53.

The people in a training school who spend the most time with children and have a great effect on their well-being are those responsible for supervising them in their cottages and for "moving them" through most of the day. These people are called cottage parents, or, sometimes, group supervisors, counselors, or house parents. A publication dealing with "institutions serving delinquent children" prepared by the Children's Bureau in cooperation with the National Association of Training Schools and Juvenile Agencies, maintains that "graduation from an accredited college with a sequence in the social sciences or an equivalent combination of education and experience, are desirable qualifications for persons carrying these (cottage parents') responsibilities."⁹

Undoubtedly these qualifications are desirable, but every experienced administrator would acknowledge that they are not sufficient to insure the capability or suitability of individuals working in intimate contact with emotionally disturbed children. Personal qualifications are at least as important as training and skill. Norman has recognized the importance of personal characteristics in institutional youth workers. He sets forth the following qualifications for group counselors:

Group counselors should be mature persons, between 25 and 45 years old when hired. They should possess robust health (superior physical strength is desirable but not always essential); imagination; enthusiasm; a sense of humor free of sarcasm; resourcefulness; intellectual curiosity about behavior; ability to establish positive relationships with disturbed and sometimes hostile children; previous experience that demonstrated ability to be firm with groups of adolescents without being punishing,

⁹ Bernard Russell, Current Training Needs in the Field of Juvenile Delinquency (Washington, D. C., 1960), p. 13.

to maintain poise and control under pressure in group situations, and to work harmoniously with co-workers; and the capacity to accept direction from professionally trained personnel.

The above qualifications are far more important than college degrees. However, selecting qualified personnel from college graduates with majors in psychology, education, or social work is more likely to produce a harmonious staff that can respond to professional direction.¹⁰

Experience has shown these to be desirable qualifications to look for in selection, but these observations have not, as yet, been supported by research. Furthermore, though these qualifications may be useful in selection, they are not all applicable to subsequent evaluation of the employee. Evaluation has received widespread acceptance in youth-caring institutions as an important administrative tool. In the words of Sharp:

A system of efficiency or performance reports is an essential part of an organization. For new employees, it is suggested that there should be a review at the end of the first two months of service and another at the end of the first five months. All employees should be rated not less than once a year. These reports should be prepared by the department heads in cooperation with the administrative staff and then discussed with the individual employees. It is essential the employees be made aware of their weaknesses and strengths so they can improve their work performances.¹¹

¹⁰ National Probation and Parole Association, Standards and Guides for the Detention of Children and Youth (New York, 1958), pp. 40, 41.

¹¹ E. Preston Sharp, "Developing Administrative and Supervisory Skills," The Proceedings of the National Association of Training Schools and Juvenile Agencies, LVI (Atlantic City, 1960), 14.

Although the importance of evaluation is recognized, valid criteria are lacking. Delinquency research has focused on almost every aspect of the problem except the selection and evaluation of the individuals that are charged with the responsibility of rehabilitation. A purpose of this study was to focus attention on this need and lay the groundwork for future research.

The Hypotheses Tested

The hypotheses which form the framework for this study deal with the relationships between position qualification evaluations and levels of performance, position qualification evaluations and employment factors and proficiency evaluations and institutional factors. These hypotheses are stated below:

Hypothesis I--Some of the position qualification evaluations are related to the general proficiency of the employees.

Hypothesis II--Some of the position qualification evaluations are related to the level of education of the employees.

Hypothesis III--Some of the position qualification evaluations are related to the age grouping of the employees.

Hypothesis IV--Some of the position qualification evaluations are related to the sex of the employees.

Hypothesis V--Some of the position qualification evaluations are related to the length of service of the employees.

Hypothesis VI--Some of the general proficiency evaluations are related to the type of institution of the employees.

Hypothesis VII--Some of the general proficiency evaluations are related to the areas of duty of the employees.

Justification of the Criteria and Position Qualifications

The hypotheses tested made use of eight types of criteria. These were: (1) the education level of the employee, (2) the age of the employee, (3) the sex of the employee, (4) the general performance as evaluated by the employee's superior, (5) the type of institution, (6) the type of duty performed by the employee, (7) the length of service of the employee, and (8) the thirty position qualifications.

Education was included as a criterion because there is a growing trend within the institutional field to employ more college trained people on the assumption that such training results in better qualified workers. Requested increases in salary budgets are frequently justified on the grounds that they will attract more college trained applicants.

The criterion of age was selected because it is the focal point of strong differences of opinion. Some administrators feel that age is an aspect of maturity and that older employees are better "father figures" and more readily gain acceptance by the children. Other administrators feel that vigor, creativity, and originality are attributes of youth and that young workers are more tolerant and understanding of the problems of the children with whom they work.

Sex was included as a criterion because its role in the level of an employee's proficiency is the function of many untested assumptions. These assumptions seem to vary widely with individual administrators in different parts of the United States.

Type of institution data was divided into long- and short-term institutions established for the care and treatment of delinquent and emotionally disturbed children. This was included as a criterion in the study because it is generally assumed that the two types of institution draw their youth work staff from different segments of the general population. Short-term institutions are most frequently located in urban areas, generally pay higher salaries, and more frequently tend to employ youth workers with some college training. Long-term institutions are more frequently in rural areas and

often select individuals with farming or manual-trades skills for their youth work positions.

The type of duties performed was selected as a criterion for this study because it is widely assumed that different jobs require distinctive position qualifications as well as skills. The differences in skills required are easily determined, but the differences in general proficiency are less tangible.

Length of service was selected as a criterion because it is almost universally held to be a factor in employee proficiency. Most administrators, personnel committees, and boards seem to assume that there is almost a linear relationship between an employee's length of service and his skill on the job. This is one of the assumptions that underlies the constant struggle to reduce or minimize staff turnover.

The criterion of general performance was divided into two parts, proficiency with children and proficiency with staff. These two aspects of this criterion were used as the base to determine the reliability of supervisors' evaluations and to determine the validity of the position qualifications.

Thirty position qualifications were used in this study. They were:

1. Acceptance
2. Accomplishment
3. Acuteness
4. Administration

- | | |
|------------------------------|--------------------------|
| 5. Attitude | 17. Position Performance |
| 6. Capacity | 18. Self-Confidence |
| 7. Creativeness | 19. Self-Control |
| 8. Dependability | 20. Technical Knowledge |
| 9. Drive | 21. Initiative |
| 10. Flexibility | 22. Leadership |
| 11. Analysis & Judgment | 23. Motivation |
| 12. Breadth of Knowledge | 24. Objectivity |
| 13. Developing Others | 25. Planning |
| 14. Human Relations Skill | 26. Quality |
| 15. Intellectual Ability | 27. Sensitivity |
| 16. Personal Characteristics | 28. Socialness |
| | 29. Verbal Facility |
| | 30. Vision. |

It will be observed that this list is not exhaustive and omits all specific skills and qualifications depending upon specialized training. Skill and special training qualifications were omitted because they would have limited application to specified situations or job descriptions.

The thirty position qualifications used in the study were selected from a much larger list developed by the Management Research Department of Booz, Allen, and Hamilton, management consultants.¹² The basis for selection was that each appeared to contribute a distinctive element to the position qualifications; each was broad enough to cover a wide variety of job responsibilities and yet maintain an element of communality among individuals

¹²C. Wilson Randle, "How to Identify Promotable Executives," Twelve Business Problems Analyzed (Boston, 1956), pp. 65-77.

with diverse backgrounds; and each was free of technical and psychological terminology. Position qualifications that did not meet these standards were eliminated. Finally, the total list was designed to include all of the major aspects of any position within the institutions included in the sample.

Basic Assumptions

The first assumption on which this study was based was that supervisors are capable of making the evaluations requested of them. This assumption was justified on the grounds that the evaluation of the personnel under them is one of the most important requirements of the position they hold.

Second, it was assumed that the sample was representative of the institutions for which conclusions were drawn. Geographically, the sample was distributed throughout the United States and Puerto Rico, with the exception of Alaska. It was balanced both in number of institutions and size of sample between long-term care and short-term care.

Definitions of Terms Used

The terms used in this study were purposely kept free of psychological and technical terminology. Some of the terms, however, do have specific meanings within the

institutional field and others have specific meanings in reference to this study. These terms are defined below.

Supervisor--An employee's immediate superior; the institutional person responsible for the employee's on-the-job training, supervision, and evaluation.

Institutional Youth Workers--All employees that have direct and continuing contacts with the children. This included employees that spend a minimum of one day per week in direct contact with or supervision of children.

The Position Qualifications--The independent variables in most of the relationships in this study. Together they constitute the characteristics thought to be desirable, in varying degrees, to every position within the institutions studied. A list of the position qualifications along with their individual definitions will be found in Appendix II.

Proficiency with Children--An obtained evaluation on a five-point scale of a youth worker on this criterion as rated by the worker's supervisor. This is an over-all evaluation of the worker's capabilities and performance in this area.

Proficiency with Staff--An obtained evaluation on a five-point scale of a youth worker on this criterion as rated by the worker's supervisor. This is an over-all evaluation of the worker's adequacy in this area.

Long-Term Institutions--Institutions providing care or treatment for delinquent or emotionally disturbed children for periods of ninety days or longer. Most of the long-term institutions were state training schools.

Short-Term Institutions--Those institutions providing care or treatment to emotionally disturbed or delinquent children for normal periods of less than sixty days. Most of the short-term institutions in this study were detention facilities.

Areas of Duty--The areas of duty refer to the eight staff functions that are normally found in every adequately staffed institution for the care of delinquent and emotionally disturbed children. These are: (1) administration, (2) health services, (3) casework services, (4) clinical services, (5) group work services, (6) school activities, (7) religious activities, and (8) institutional services.

Limitations of the Study

The study was limited to the employees in forty-five institutions providing care for male and/or female adolescents classified as emotionally disturbed or delinquent. The conclusions were limited to employees in the group work area of duty. The evaluation data were limited to that which was supplied by the supervisory personnel in

the institution. Interpretations were limited to relationships that proved to be significant at the 1 per cent level for the appropriate degrees of freedom.

Summary of the Chapter

The institutional youth workers' role in the rehabilitation of delinquent youth is of primary importance. This importance emphasizes the need for valid criteria that can be used in the selection and evaluation of this group of personnel.

This study investigated the relationships between thirty position qualifications thought to be important in carrying out the duties of institutional youth workers and other personal and situational criteria. The expected nature of the relationships was set forth in seven hypotheses. The hypotheses were tested through the evaluations of the institutional personnel made by the institutions' supervisory staff.

The assumption that such evaluations are valid rested on the fact that the evaluation of subordinates is an important function of supervisory personnel. It was further assumed that the sample was representative of the institutions for which conclusions were drawn.

The terms in the study avoided psychological and technical terminology. The terms that had specific

meanings in reference to this study were defined. The study was limited to the evaluation data received from forty-five institutions for emotionally disturbed and delinquent adolescents. Interpretations were based on relationships that were significant at the 1 per cent level.

CHAPTER II

THE INSTRUMENTS, PROCEDURE, RELIABILITY, AND VALIDITY

The instruments used, the sample from which conclusions were drawn, the data obtained and their method of treatment, the methods employed to determine reliability and the results obtained, and evidence of face validity in the criteria will be examined in this section. The names and locations of the institutions from which the sample was drawn are to be found in Appendix I. Samples of the instruments and the instructions for their use are to be found in Appendix II.

Description of the Instruments Used

The data for the study were collected on four instruments mailed to the institutions and accompanied by appropriate letters of instruction. The first instrument consisted of a self-addressed post card on which the administrator indicated the institution's willingness to participate.

The second instrument used was a Staff Data information sheet. This questionnaire made provision for listing the name of the institution along with the primary type of care provided. The form also made provision for listing

each employee's name, position title, length of service, age, sex, level of education, whether or not the employee worked directly with children, the employee's areas of duties, the name of the employee's supervisor, the supervisor's title, the date that the form was completed, and the name and title of the person completing the form.

The third instrument consisted of the Supervisor's Questionnaire. This form was partially completed before it was mailed to the supervisors of each institution. When the supervisor received the questionnaire, he found his own name and the institution's identification number typed in at the top of the form and the position titles and persons occupying those positions under his supervision typed in on subsequent lines on the form. The supervisor was asked to perform three functions on this questionnaire. The first consisted of selecting the five most important position qualifications for the position title from a list of thirty position qualifications sent with the form. Second, he was requested to evaluate the individuals in relation to their proficiency with children on a scale of one to five where one represented superior proficiency and five represented poor proficiency. Third, he was asked to evaluate each of his subordinates in relation to the individual's proficiency with staff on a

similar scale from one to five. Provision was made for the supervisor's signature and the date of completion.

The fourth instrument consisted of a packet containing the supervisor's instructions; a list of thirty position qualifications; a set of position qualification evaluation slips, each of which had the name and identification number of one of the supervisor's employees typed onto the back; and a set of evaluation category slips. The face side of the position qualification evaluation slips contained thirty numbered blanks and instructions to turn the face side of the slip down when evaluating and then to turn it face up to write the letter grade on the proper position qualification space. The evaluation category slips consisted of six 4x4 blue colored papers printed with a large letter grade, a descriptive adjective or phrase, and a brief explanation. These ranged from "A," superior in reference to this group, to "E," poor in reference to this group. The sixth slip contained the capital letter "X" and the following statement: "Does not fit any of the other categories; Has not been employed long enough to evaluate; Employee not under my supervision; No longer employed here."

Nature and Size of the Sample Studied

One hundred letters of invitation with return acceptance cards were sent to institutions in all fifty of the

states and Puerto Rico. These represented fifty long-term institutions and fifty short-term institutions, although every state was not represented by both long- and short-term institutions. One hundred cards were received in return, but eight of these either indicated that they could not participate or were eliminated because they did not meet the fundamental requirement of the sample that the institutions should be primarily for delinquent or emotionally disturbed children. Some of the other institutions dropped out in later phases of the study or were eliminated because the information they returned was incomplete or for other reasons not usable.

Of the ninety-two institutions that were sent staff data information blanks, thirty failed to return completed forms. Of the sixty-two institutions that received the supervisor's questionnaire, six failed to return the completed form and were dropped from the study. Of the fifty-six institutions that were mailed supervisor's evaluation kits, eleven failed to return the data in time for use in this study. Forty-five institutions completed all the phases of the study. These forty-five institutions totaled 2,684 employees, or an average of 82.86 employees per institution. Thirty-one of the forty-five institutions provided short-term care and employed 1,327

staff persons. The fourteen long-term institutions had a total staff of 1,357 persons.

Although the total number of full-time employees for the forty-five participating institutions was 2,684, only 1,596 of the records were usable in the study. This was due largely to staff turnover where an employee would leave the service before all of the phases of the study had been completed. However, other factors such as incomplete records or illegible data rendered some of the cases usable in only certain portions of the study. The composition of the sample is shown in Table I.

The 1,596 usable records represented all eight areas of duty and included many staff individuals that did not work directly with children. Since the focus of the study was on institutional youth workers in the groupwork area of duty, some additional cases had to be eliminated. Although the size of the sample varied to some extent depending on the usable records for a given criterion, the number of cases was between 937 and 1,000 in most instances.

The age of the sample ranged from nineteen years through eighty-one years. The length of service range was from one month through forty years. The extremes of the educational level could not be determined, but the largest proportion of the sample had high school or less education.

TABLE I
COMPOSITION OF THE SAMPLE

Item	Long-Term		Short-Term		Per Cent
	Male	Female	Male	Female	
Areas of Duty					
Administration	20	2	6	9	02
Health	33	17	..	23	05
Casework	30	11	3	4	03
Clinical	25	2	1	1	02
Groupwork	344	70	334	189	58
School	163	31	1	21	14
Religious	9	..	2	1	01
Services	151	34	16	43	15
Proficiency with children					
Superior	110	21	62	58	16
Above average	209	52	101	75	27
Average	341	69	156	110	42
Below average	71	20	25	24	09
Poor	44	5	19	24	06
Proficiency with staff					
Superior	105	22	53	48	14
Above average	198	36	96	71	25
Average	353	85	165	117	45
Below average	84	17	29	39	11
Poor	35	7	20	16	05
Length of service					
1 month	15	2	12	1	02
2-7 months	90	14	76	39	14
8 mos.-7 years	608	131	248	184	73
8-21 years	54	17	25	63	10
22 years plus	8	3	2	4	01
Education					
High school	413	88	132	131	48
Some college	110	45	100	101	22
Degree	252	34	131	59	30
Age					
19-21 years	2	2	6	1	01
22-27 years	92	13	75	22	13
28-55 years	572	126	263	221	73
56-65 years	98	22	15	42	11
66 years plus	11	4	4	5	02

The data on which the conclusions were based were drawn from individuals in the groupwork area of duty. The groupwork area includes individuals that work most directly and intimately with the children and for which there has been no previous published research relating to evaluation and position qualification.

The Data and Its Treatment

Four types of data were collected for the study. These were: (1) identifying information concerning the institution and each staff member of the institution; (2) the supervisor's evaluations of his employee's proficiency with children; (3) the supervisor's evaluation of his employee's proficiency with staff; (4) the supervisor's evaluation of each of his employees on each of the thirty position qualifications used in the study.

The number of categories for each criterion depended on the nature of the criterion in each instance. The sex categories were male and female. The educational level categories were: (1) college degree, (2) some college training, and (3) high school or less.

The age data were divided into five categories based on a normal distribution curve. This method of distributing the sample into five categories was deemed most feasible because of the extreme range of ages within the

sample and the large number of individuals contained in the sample. They were determined by assembling all of the age data on all of the employees in all of the participating institutions and determining the mean, the standard deviation of the mean, and the standard error of the mean. The first category consisted of individuals two standard deviations above the mean; the second category included those between one and two standard deviations above the mean; the third category consisted of ages between one standard deviation above and one standard deviation below the mean; the fourth category included individuals with ages within the range of one and two standard deviations below the mean; and the fifth category contained all the individuals with ages that fell more than two standard deviations below the mean.

The data pertaining to the employees' proficiency with children and proficiency with staff were, in each case, divided into five categories described as (1) superior, (2) above average, (3) average, (4) below average, and (5) poor. The same divisions were used in the data resulting from the supervisor's evaluation of the employee on each of the thirty position qualification criteria.

The raw data were transferred from the form on which they were collected to McBee Keysort Punchcards. All of the various information on an individual was brought

together on two 4x8 cards that could be mechanically sorted for each of the various relationships. This made it possible to make individual comparisons with a very large sample.

The procedure for comparing each individual's standing on the dependent variable to the same individual's standing in relation to the independent variable consisted of sorting the cards into the various categories of the first criterion and then taking the cards in each of these categories and resorting them into the predetermined categories of the second criterion. If each of the original two criteria contained five categories, this procedure would divide the cards into twenty-five sub-groups. The number of cards in each sub-group was then determined and these data transferred to worksheets from which Chi-square tables were developed.

A sample worksheet on which these data were tabulated is shown below. In this sample "Education" was divided into three classifications: High School or Less, Some College, and Degree. The position qualification "Acceptance" was divided into five categories: superior, above average, average, below average, and poor.

SAMPLE WORKSHEET

Acceptance	Education		
	High School or Less	Some College	College Degree
Superior			
Above average			
Average			
Below average			
Poor			

The resulting Chi-square value indicated the degree to which the obtained relationship differed from the results that would be expected from a chance relationship. Significance was determined at the .01 level for the appropriate degree of freedom in Fisher's Table III.¹ The .01 level was selected to minimize the effect of imperfect data and the coarseness of the statistic Chi-square.

In developing the reliability data the desired purpose could not be accomplished by means of the statistic

¹J. P. Guilford, Fundamental Statistics in Psychology and Education (New York, 1942), p. 325, citing R. A. Fisher, Fisher's Statistical Methods for Research Workers, Table III.

Chi-square. In this procedure the Critical-ratio and Pearson's Product-moment coefficient of correlation were the statistics used.

Methods of Determining Reliability

The question of the reliability of the instrument is important in any study, but it takes on added emphasis in a study using rating scales or evaluations on personal characteristics because such instruments have been frequently found to produce ambiguous results. Reliability in this sense refers to the extent to which upon a subsequent occasion, or by another observer, the individuals in a given group would be evaluated in the same way using the instrument.

In the present study, two methods of testing the reliability of the instruments were considered. One method consisted of having each supervisor evaluate each of his subordinates on two different occasions with a sufficient time interval between. This approach was not feasible because staff turnover is very high in child care institutions. A second drawback to this approach would be the fact that the individual's evaluation might reflect an actual change in skill due to greater length of service on the staff or to better knowledge of the individual by his supervisor resulting in a more precise evaluation on the second testing. The third question that would remain is

whether or not the supervisor carried over from the first testing to the second certain ideas or biases regarding each individual, even though the intervening time might have been several months.

A more desirable approach, and the one used in this study, consisted of locating several institutions in which the staff organization was such that each employee was supervised by more than one individual. In such a case, the time element is relatively constant because all of the evaluations can be accomplished within a period of a few days. Also the factors of on-the-job improvement and halo effect on the part of the supervisor are eliminated. Thus, the one factor remaining is the reliability of the instrument. If it is assumed that the various supervisors were equally capable of evaluating their employees, similar evaluations of the same individual can be expected from the different supervisors if the criteria were clearly defined and had the same meaning for each of the individuals using the instrument.

Procedure for Gathering Reliability Data

Included in the study were six institutions that had organizational setups in which more than one person completed evaluation of given employees. Three institutions were long-term and three were short-term institutions. The six institutions used were the Kent County Juvenile

Home, Grand Rapids, Michigan; Norfolk Youth Center, Norfolk, Virginia; San Diego County Juvenile Hall, San Diego, California; Florida School for Boys, Marianna, Florida; Cedar Creek Youth Forest Camp, Little Rock, Washington; and the Louisiana Training Institute, Monroe, Louisiana.

The procedure for sending the information forms and collecting the data was exactly the same as for the balance of the sample with the exception that duplicate forms on each employee were made for each of the supervisors involved in the evaluation of that employee. These forms were further coded to permit the identification of the evaluating supervisor so that the employee's questionnaire could later be matched with the position qualification evaluation slips for the same individual as evaluated by a given supervisor.

The Results Obtained in the Reliability Study

The instruments were subjected to two statistical tests of reliability. The first test consisted of finding the Critical-ratios between five supervisors' evaluations of their employees on the criterion "proficiency with children." These supervisors all worked in the same Juvenile Detention Home and were jointly responsible for the employees evaluated. The second test of reliability consisted of determining Pearson's Product-moment

coefficient of correlation for the ratings of supervisors evaluating the same individuals on the thirty position qualifications in three long-term institutions and three short-term institutions. Each pair of evaluations was used only once, but a given supervisor's ratings were frequently "paired" several times with other supervisors rating the same employee.

The first step in developing the Critical-ratios was to develop the mean and the standard deviation of each supervisor's rating of each of his employees. Four of the supervisors failed to rate all of their employees and this reduced the size of the sample in their cases.

From these data the mean and standard deviations for the group as a whole were determined. The standard deviations of the means of each supervisor's rating were then determined. Each supervisor was paired with each of the other supervisors for the purpose of determining the ratio of the difference of the means to the standard error of the differences. The results of this computation are shown in Table II.

A C-ratio is significant at the 5 per cent level when it reaches 1.96, but for rating scales it should reach the level of 3.00 or greater. One of the C-ratios in the table below reached the 5 per cent level but none reached the 1 per cent level. It can be concluded, therefore,

that there were no important differences demonstrated between the supervisors when they evaluated the same individual.

TABLE II
CRITICAL RATIOS BETWEEN SUPERVISORS' EVALUATIONS

Supervisor	Marshal	Pulman	Shelman	Greenway	Cokeler
Pulman	.478	. .	.008	.625	.250
Shelman	.260	.008	. .	.312	.310
Greenway	.006	.625	.312	. .	2.500
Cokeler	.462	.250	.310	2.500	. .
Number	32.000	49.000	40.000	53.000	57.000
Mean	3.330	3.220	3.270	3.320	2.990
S.D.	.110	.300	.300	1.030	.270
S.D. _{M.}	.019	.048	.047	.140	.035

The second approach to the problem of reliability involved taking a large number of paired evaluations from a number of institutions and determining Pearson's Product-moment coefficient of correlation for the ratings of each pair of supervisors that evaluated the same individual. Six of the institutions had an organizational setup in which more than one person completed the evaluation of given employees. The total number of evaluations that

could be paired in these six institutions was 13,933. Statistical analysis of these data yielded a correlation coefficient of .488 which is significant at the 1 per cent level. A higher correlation coefficient would be desirable if the instrument was intended for individual classification, but coefficients of this order can be accepted when the instrument is to be used in determining trends of samples when the samples are large.

The results seem to indicate that regardless of whether Critical-ratios are used to examine the differences between the evaluations of paired sets of supervisors or a large number of matched evaluations are used to determine the coefficient of correlation, the data tend to indicate that different supervisors using the instrument in relation to a given subject often arrive at similar evaluations of the subject. This may be interpreted to mean that the instrument appears to be relatively stable and that the criteria may tend to mean the same thing to different individuals.

Indications of Logical Validity of the Instrument

The instrument may be stable but this is of little value unless the instrument measures what it is intended to measure. The first assumption of this study was that supervisors are capable of making the evaluations requested of them. This assumption is justifiable on

the grounds that the evaluation of personnel under their direction is one of the most important requirements of the position they hold. Assuming they are capable of making these evaluations, it is still desirable to show that the criteria are not ambiguous to establish logical validity. Good and Scates offer eight criteria for judging the validity of items in questionnaires and rating scales.²

The first of these deals with how well the criterion is related to the subject. The criteria in the instruments used in this study were selected because they are desirable position qualifications and because they are found, in varying degrees, in almost every work situation. This aspect was desirable because of the variety of skills and qualities that had to be accounted for within the framework of the study.

The second criterion of validity deals with how clearly the question is stated. In the present study there was not a single request for clarification or amplification on the position qualifications.

A third judgment to place on validity concerns whether the criterion gets at something stable which is typical of the individual or the situation. The reliability study has demonstrated the stability of the position qualifications.

²Carter V. Good and Douglas E. Scates, Methods of Research (New York, 1954), pp. 623-624.

Another judgment is whether the criterion develops response. If persons do not respond to the item, it cannot be valid. The response in this study is evident by the size of the sample.

The individual items of the instrument should show a reasonable range of variation if they are to be considered valid. In the present study the range of responses was from one through five, and every supervisor used the entire range in making the requested evaluations.

A valid instrument should produce information which is consistent and tends to agree with what is known or what is expected. Or if it does not agree it must form part of a pattern which is reasonable or logical. It will be demonstrated in Chapter III that the information obtained did meet this criterion for validity.

The instrument should be sufficiently inclusive so that important aspects of the study are not omitted. The instruments used were the subject of prior research and through three years of use had proven to be sufficiently inclusive.

Good and Scates state that another indication of the instrument's validity is reflected in a high proportion of usable returns on a questionnaire or rating scale.³ If an instrument does not yield useful responses it cannot be

³Ibid.

considered valid. In the present study forty-five of the original one hundred institutions completed all four phases extending over a period of nine months. Most of the data received were usable.

A final indication of logical validity is the agreement of experts evaluating the instrument. The pilot phase of the study requested the evaluation and comments from six institutional administrators. The rating instrument used was modified to satisfy this panel.

The instruments used in this study satisfy the major tests of logical validity. They seem to demonstrate reliability that is satisfactory for their intended purpose. It may therefore be assumed that the instruments tend to consistently measure the quality they describe.

Summary of the Chapter

The data were gathered on four instruments mailed to the institutions over a period of several months. The first was a return post card sent with the letter of invitation. The second was the Staff Data Information Sheet. The third instrument was the Supervisor's Questionnaire. The fourth instrument included the Position Qualification Evaluation slips.

The full sample contained forty-five institutions employing 2,684 persons. Thirty-one of the institutions provided short-term care and employed 1,327 staff. The

fourteen long-term institutions employed a total of 1,357 individuals. Only 1,596 of the records were usable in the study.

The data collected consisted of identifying information, evaluations of the employees' proficiency with children, the employees' proficiency with staff, and the evaluations of each employee on the thirty position qualifications. The position qualifications were the independent variables and the other data were related to them.

Reliability was established by two methods. The Critical-ratios between five supervisors evaluating the same individual indicated that significant differences did not exist between their evaluations. Pearson's Product-moment coefficient of correlation demonstrated significant relationships between paired evaluations of the same individual made by two or more supervisors. The position qualifications as an instrument also met eight criteria necessary to establish face validity.

CHAPTER III

THE RELATIONSHIPS BETWEEN SUPERVISORS' EVALUATIONS AND OTHER FACTORS IN THE STUDY

The seven hypotheses tested in the study depended on meaningful relationships that existed between two kinds of ratings. The supervisors' ratings of the employees on the thirty position qualifications were related to education, age, sex, and length of service. The supervisors' ratings of the employees' proficiency with children and with staff were related to type of institution and areas of duty. The agreement between these types of ratings was determined by relating them to one another.

Importance of the Relationships between the Position Qualifications and General Proficiency

The thirty position qualifications were thought to be desirable, in varying degrees, to every organizational position within the institutions providing care for delinquent and emotionally disturbed children. These are the thirty factors that were related to education, age, sex, and length of service in the study. The study could be meaningful only if it could be demonstrated that these thirty qualifications were meaningfully related to the employee's general proficiency as a worker.

To determine whether such a relationship existed, the supervisors in each institution were asked to evaluate each of their subordinates on two general criteria. The first was the employee's proficiency in working with children and the second was the employee's proficiency in relation to other staff members. This assumes that supervisors are capable of making the evaluations requested of them. This assumption is justifiable because every operation within the institution, including promotion, salary increases, and work control, rests upon the supervisor's proficiency in evaluating his subordinates. Although evaluations may not be completely accurate, the fact that institutions are able to maintain an effective program attests to the validity of the evaluations.

After each supervisor had returned his evaluations, he was mailed a kit of materials to be used in evaluating the same individuals on each of the thirty position qualification criteria. In most instances there was a period of one month between the general proficiency evaluations and the specific position qualification evaluations. This time lapse was required to prepare the position qualification materials, and to pass the various materials through the administrative hierarchy within the institution. The time lapse served a second purpose of reducing halo effect and the possibility of a supervisor's attempt to maintain

consistency between his general evaluations and his specific evaluations.

Relationship of Position Qualifications to Proficiency with Children

What sort of relationships exist between the supervisors' evaluation of youth workers on proficiency with children and the supervisors' evaluation of the same workers on each of the position qualifications criteria? To determine the nature of the relationship, Chi-square tables were developed between the evaluation levels on the criterion "proficiency with children" and the evaluation levels on each of the thirty position qualification criteria. Because of the small obtained frequencies in the extreme cells, it was necessary to combine the superior and above average groupings and the poor and below average groupings. This resulted in thirty 3×3 tables each with four degrees of freedom.

The Chi-square data proved to be statistically significant at the .01 level of probability. The degree to which each relationship differed from chance is reflected in the figures of the second column of Table III. These figures show that employees who rated high in their proficiency with children tended to rate high on the stated position qualification and employees rating low in proficiency with children tended to rate low on each of the

TABLE III

CHI-SQUARE VALUES FOR THE RELATIONSHIPS BETWEEN
RATINGS ON POSITION QUALIFICATIONS AND
GENERAL PROFICIENCY*

Position Qualifications	General Proficiency Criteria	
	Proficiency with Children	Proficiency with Children
Acceptance	333.000	315.184
Accomplishment	38.223	233.863
Acuteness	53.777	183.931
Administration	327.960	146.104
Attitude	64.657	194.169
Capacity	178.760	175.641
Creativeness	178.752	182.201
Dependability	211.963	177.410
Drive	28.248	185.466
Flexibility	36.826	178.822
Analysis and Judgement	59.648	290.545
Breadth of Knowledge	42.161	167.392
Developing Others	47.163	169.099
Human Relations Skill	55.248	175.954
Intellectual Ability	49.471	241.718
Personal Characteristics	58.372	185.142
Position Performance	53.158	164.647
Self-Confidence	32.400	106.735
Self-Control	35.876	145.760
Technical Knowledge	43.788	123.781
Initiative	35.791	131.485
Leadership	50.556	188.400
Motivation	52.200	144.094
Objectivity	31.890	138.288
Planning	35.752	109.483
Quality	34.373	119.221
Sensitivity	35.006	131.148
Socialness	113.752	229.520
Verbal Facility	37.789	146.270
Vision	32.834	149.966

*All Chi-square values shown are significant at the .01 level of probability for the appropriate degrees of freedom. The sample contained 937 cases.

stated position qualifications. This indicates that there is a statistically significant positive relationship between the dependent variable proficiency in working with children and the thirty independent variables that comprise the position qualifications under study.

Relationships between the Position Qualifications and Proficiency with Staff

The observation has been made that proficiency in working with children does not necessarily insure proficiency in working with other staff members. To determine the nature of the relationships that exist between the supervisor's evaluation of an employee's proficiency in relation to other staff members and each of the thirty position qualification criteria, a procedure similar to the one previously described for proficiency in relation to children was employed. The five levels of evaluation had to be condensed to three in order to obtain a sufficient number of cases in each cell to produce statistically valid results.

Each of the thirty frequency distribution tables in this analysis produced a positive Chi-square value above the .01 level of probability. These figures are shown in column three of Table III. These relationships indicated that employees who rate high in their proficiency in working with staff tended to rate high on their evaluation of

each of the position qualifications. It can be concluded that although instances do occur where an individual is outstanding in his ability to work with children but ineffective in working with staff, the tendency is for the individuals at either extreme on one criterion to fall toward the same extreme on the other criterion.

Interpretation of the Obtained Chi-square Values for
the Position Qualifications and Proficiency
with Children and Staff

All of the Chi-square values between proficiency with children, proficiency with staff, and the thirty position qualifications were significant. This is consistent with experience because it is known that desirable qualities in human beings tend to correlate with one another. In the sample studied, proficiency with children, proficiency with staff, and the thirty position qualifications are all desirable qualities. These positive relationships support the assumption of face validity by meeting the criterion of agreeing with expectancy of what is known.

The obtained Chi-square values made it possible to use all thirty of the position qualifications as independent variables in relation to the other criteria used in the study. Each of the thirty position qualifications contributes something positive to an employee's proficiency in working with children and to his proficiency in working with other staff members in institutional settings

designed for the care of delinquent and emotionally disturbed youth.

The first hypothesis of this study held that some of the position qualification evaluations are related to the general proficiency of the employees. Support of the hypothesis does not mean that an individual evaluated on one of the position qualification criteria selected at random from the scale would necessarily obtain the same evaluation on either of the general criteria. The study was based on a large sample of institutional youth workers and the indicated results are trends rather than one-to-one relationships.

Education, Age, and Sex as Factors in the Study

This section deals with personal factors that are related to the employee as an individual; that is, education, age, and sex of the employee. These factors were related to the thirty position qualifications. This resulted in ninety frequency distribution tables to which the statistic Chi-square was applied. The discussion of the results will concern itself with distributions that obtained the .01 level.

Chi-square Values for Level of Education and Position Qualifications

The three categories for education were: high school or less, some college, and college degree. The returns

for the groupwork area of duty revealed that 48 per cent of the employees in this category had high school educations or less, 22 per cent had obtained some college, and 30 per cent held one or more degrees.

The employees in each educational category were subdivided into five groups on the basis of their rating of the stated position qualification. The thirty frequency distribution tables yielded five Chi-square values that were significant. The significant Chi-square values were for "acuteness," "attitude," "capacity," "sensitivity," and "vision." These values will be found in column one of Table IV.

The position qualification "acuteness" obtained a Chi-square value of 38.199. Examination of the frequency distribution revealed that the cells that contributed most heavily to this obtained relationship were for employees with high school or less education evaluated average on acuteness; for below average employees with some college and poor employees with college degrees.

"Attitude" has been consistently related to all of the factors in this study. In respect to education it obtained a Chi-square of 24.350. Examination of the frequency distribution revealed only chance frequencies in the cells of the group rated superior on attitude at all three levels of education. The cells for the group with

TABLE IV

CHI-SQUARE VALUES FOR THE RELATIONSHIPS BETWEEN RATINGS
ON POSITION QUALIFICATIONS AND PERSONAL FACTORS*

Position Qualifications	Personal Factors		
	Education	Age	Sex
Acceptance	NS**	NS**	NS**
Accomplishment	NS	NS	NS
Acuteness	38.199	NS	NS
Administration	NS	NS	13.900
Attitude	24.350	22.255	40.850
Capacity	22.748	NS	134.450
Creativeness	NS	NS	NS
Dependability	NS	NS	NS
Drive	NS	82.574	NS
Flexibility	NS	NS	NS
Analysis and Judgement	NS	NS	NS
Breadth of Knowledge	NS	NS	NS
Developing Others	NS	27.510	11.250
Human Relations Skill	NS	86.290	NS
Intellectual Ability	NS	22.285	NS
Personal Characteristics	NS	41.067	139.750
Position Performance	NS	74.334	NS
Self-Confidence	NS	146.102	NS
Self-Control	NS	55.753	17.150
Technical Knowledge	NS	82.641	19.850
Initiative	NS	58.112	NS
Leadership	NS	38.523	NS
Motivation	NS	53.078	NS
Objectivity	NS	57.794	NS
Planning	NS	30.840	NS
Quality	NS	64.093	NS
Sensitivity	21.454	47.177	NS
Socialness	NS	58.620	NS
Verbal Facility	NS	42.939	NS
Vision	32.941	45.152	NS

*All Chi-square values shown are significant at the .01 level for the appropriate degrees of freedom. The sample contained 937 cases.

**NS signifies that the stated relationship was not significant at the .01 level.

some college training had fewer above average ratings and more below average and poor ratings than chance expectancy. The reverse of this was true for the group with college degrees. The distribution in the cells of the group with high school or less education approximated chance frequencies.

"Capacity" when related to education obtained a Chi-square value of 22.748. Examination of the frequency distribution revealed a straightforward relationship in the direction that would be expected. Individuals with college degrees displayed a consistent tendency to obtain ratings higher than would be expected on the basis of chance. Individuals with some college training obtained very close to a chance relationship. Individuals with high school or less education consistently tended to obtain evaluations that were lower in reference to capacity than would be expected on the basis of chance.

"Sensitivity" implies having a "feel" for people with the ability to recognize a problem, to be considerate of others, and quick to pick up "the way the wind is blowing." When related to education this frequency distribution produced a Chi-square of 21.454. This distribution revealed a straightforward relationship in which the higher level of education tended to produce a higher number of superior and above average evaluations and a

lower number of below average and inferior evaluations than would be expected. The lower level of education produced fewer frequencies in the superior and above average levels and greater frequencies at the lower levels than would be expected. Thus the relationship between sensitivity and level of education tends to be a positive one.

"Vision" when related to the level of education obtained a Chi-square value of 32.941. Analysis of the distribution reveals a positive relationship for employees with college degrees and a negative relationship for employees with high school education or less. The employee with some college tends to gravitate to the average level of evaluation on vision with fewer frequencies than would be expected on chance occurring in the superior, above average, and below average cells.

The Importance of the Chi-square Values for Education when Related to the Position Qualifications

When education was related to the position qualifications the significant Chi-square values tended to favor the individuals with college degrees to varying extents. The obtained frequency of ratings in the cells for the group with some college education tended to be either similar to or less than the expected frequency. The group with high school education or less obtained cell frequencies that were similar to chance expectancy at all levels.

The data indicate that a college degree might be a useful minimum requirement for positions demanding acuteness, a good attitude, capacity, sensitivity, and vision. However, even the degree will not insure superior individuals in respect to these position qualifications. If these five qualifications are not important, then education should be used judiciously as a screening device or a position requirement because the other twenty-five position qualifications were not found to be significantly related to education.

The second hypothesis in this project stated that some of the position qualifications are significantly related to the amount of education of the employee. Support of this hypothesis was found in reference to "acuteness," "attitude," "capacity," "sensitivity," and "vision." Although each of these relationships was found to be significant, the relationships did vary to some extent on the different criteria.

Age as a Factor in the Study

The age range of the employees in the institutions studied covered practically the entire range of a working man's useful life. In short-term institutions it ranged from 19 years of age through 76 years of age. For long-term institutions it ranged from 19 years of age through 80 years of age.

The age categories were developed by constructing a normal distribution curve and using the youngest 2½ per cent for category one and the next 13½ per cent for category two, the middle 68 per cent for category three, the lower 13½ per cent for category four, and the oldest 2½ per cent for category five. The age range for each category was as follows: one--19 through 21 years of age; two--22 through 27; three--28 through 55; four--56 through 65; five--66 through 80. The two end categories had to be combined with their adjacent categories to obtain sufficient frequencies to permit valid statistical manipulation.

Thus, the thirty frequency distribution tables used in this phase of the study contained 3x5 cells with eight degrees of freedom each. Only the distributions that obtained Chi-square significance at the .01 level of probability are discussed.

Analysis of the Relationships Obtained between
Position Qualifications and Age

The position qualifications that obtained significant relationships with age were as follows: "attitude," "drive," "developing others," "human relations skill," "intellectual ability," "personal characteristics," "position performance," "self-confidence," "self-control," "technical knowledge," "initiative," "leadership," "motivation," "objectivity," "planning," "quality,"

"sensitivity," "socialness," "verbal facility," and "vision." These data are shown in column two of Table IV on page 46.

Analysis of the frequency distribution tables revealed three patterns of relationship. The first was bimodal in cases where the youngest and the oldest age groups tended to obtain fewer above average and superior frequencies than would be expected on chance and more below average and poor evaluation frequencies than would be expected on the basis of chance, but the middle age group secured more above average and superior frequencies than would be expected. This type of distribution was found for "attitude," "drive," "developing others," "intellectual ability," "personal characteristics," "self-confidence," "quality," and "socialness."

The second type of distribution occurred where the youngest age group tended to obtain more above average and superior evaluations and fewer below average and poor evaluations than would have been expected. The position qualifications in this type of distribution were: "human relations skill," "technical knowledge," "initiative," "motivation," "objectivity," "planning," and "verbal facility."

The third type of distribution occurred where both the younger age group and the average age group tended to

obtain more above average and superior evaluations and the older age group tended to obtain fewer than would be expected. This relationship held for the following position qualifications: "position performance," "self-control," "leadership," "sensitivity," and "vision."

The Importance of Age in the Obtained
Chi-square Values

From the obtained data it would appear that individuals under 28 years of age tend, as a group, to display more human relations skill, better technical knowledge, more initiative, more motivation, more objectivity, more ability to plan, and more verbal facility than do older individuals.

The data further seem to indicate that individuals under 56 years of age, as a group, tend to perform better in their position, exhibit better self-control, display more leadership, show greater sensitivity for others, and display more vision than do individuals over 55.

The data seem also to indicate that as a group individuals between 28 years of age and 55 years of age are most enthusiastic, constructive, optimistic, and loyal; display the most drive; are better at developing others; show more intellectual ability; have personal characteristics that are most suitable to their job functions; display more self-confidence; are more accurate and

thorough in their work; and tend to display a better degree of socialness than do either the young employees or the older employees.

The third hypothesis in this study held that some of the position qualifications are significantly related to the age groupings of the youth workers. The data support the hypothesis by indicating that the position qualification criteria are differentially related to the younger age group, the middle age group, or a combination of the younger and middle-aged employees. The differences in cell frequencies found in the employees over 55 years of age did not differ greatly from what would be expected on the basis of chance alone.

Sex as a Factor in Position Qualifications

When the groupwork area of duty was broken down by sex it was found that 259 of the employees were female and 678 of the employees in this work area were male. The data produced a series of 2x5 distributions with four degrees of freedom. The results are shown in column three of Table IV on page 46.

Seven of the position qualifications displayed relationships that were significant. They were: "administration," "attitude," "capacity," "developing others," "personal characteristics," "self-control," and "technical knowledge."

In each of the seven instances the obtained frequencies for men were greater in the above average and superior categories and less in the below average and poor categories than would have been expected on the basis of chance alone. The observed frequencies for women were very similar to the expected chance frequencies. Thus in each of these seven instances the criterion tended to be more positively associated with male group-workers than with female group-workers.

The Importance of Sex in the Obtained Relationships

Examination of the position qualifications on which men tended to excel indicate that these qualifications tend to be more closely associated with supervisor's jobs and jobs that require extra responsibilities. Furthermore, it is known that men tend to be more mobile within an institution and more apt to secure promotions and extra responsibilities than is the case with women. This is probably largely due to cultural patterns that have grown up within institutions as much as to sex differences as such.

The fact that women as a group did not contribute to the significance of the Chi-square values does not mean that women did not receive above average and superior evaluations on the criteria. Rather, it merely means that

their distribution was so even throughout the range of evaluations that they did not differ greatly from a chance distribution.

The data would indicate that the male supervisor could be characterized, in composite, as being somewhat better in organizing his own work and that of others. He tends to be able to delegate, follow up, and control position activities. He is frequently enthusiastic, constructive, optimistic, and loyal and tends to show mental depth and breadth in his capacity. He tends to be competent in developing successors and replacements and to show a total of desirable temperament characteristics bearing on the job function. He tends to remain calm and poised under pressure and to have a knowledge of functional skills needed to carry out his position requirements. All of these characteristics when applied to a large group tend to be found somewhat more frequently in men than women.

The fourth hypothesis in the study held that some of the position qualifications are significantly related to the sex of the youth worker. This hypothesis was supported by the findings in which the supervisor's evaluations of the employee were compared on the basis of the sex of the individual.

The Relationship between Length of Service and General Proficiency

Is the length of time that an employee is in the service of an institution related to his proficiency with children? This is an important question because it is widely assumed that an individual becomes more proficient the longer he remains on the job, at least to a certain point. Auditors and institutional boards are constantly concerned with the problem of staff turnover, its cost to the administration, and its impact upon the program and the children. Administrators are concerned with the same problems and, in addition, the problems of staff training and recruitment of new employees. It is a widely held opinion that if staff turnover can be minimized, training procedures and increased experience on the job will make weak employees more proficient and will bring out the best in the strong employees.

It was impossible to predict the range that might be expected on the length of service category before the study was undertaken. For this reason it was decided beforehand that the five categories would consist of the shortest 2½ per cent, the next shortest 13½ per cent, the middle 68 per cent, the next longest 13½ per cent, and the longest 2½ per cent of the obtained distribution in respect to length of service. The five categories were determined for the distribution of the 1,024 employees on

which these data were available. The range was from one month for both long- and short-term institutions to thirty-two years for the maximum in long-term institutions and thirty-four years for the maximum in short-term institutions. The distribution within this range was almost identical for both types of institutions. The first category on length of service was made up of the shortest 2½ per cent of the distribution curve. This was made up exclusively of individuals with one month in service. The second category was made up of the next 13½ per cent of the distribution curve. This included individuals with from two to seven months of service, inclusive. The third category was made up of the middle 68 per cent of the distribution and ranged in length of service from eight months through seven years, inclusive. The fourth category consisted of the next 13½ per cent of the curve and included individuals with service of eight years through twenty-one years, inclusive. The fifth category included the longest 2½ per cent of the distribution curve and ranged from twenty-two years through thirty-four years of service. The five categories in reference to the proficiency with children criterion have been previously described.

The first and fifth categories were combined with the next adjacent ones when the frequency distribution tables

were constructed. The distribution was analyzed as a 3×4 table with six degrees of freedom. When the individual cases in job titles that did not have direct and continuing relationships with children were dropped out, the total number of cases was reduced to 1,024.

The obtained Chi-square for this distribution was 18.184 which is significant at the .01 level. It can be concluded that the relationship between length of service and proficiency with children was not due to chance.

Although the relationship was not due to chance, analysis reveals that the largest obtained discrepancies were for the superior group in each of the three categories of length of service. The discrepancies were negative for the inferior group with more than eight months of service and positive for the poor individuals with less than eight months of service. The negative discrepancies in all three of the poor groups were small. Employees that are superior in their proficiency in working with children tend to be identified early and tend to hold their superiority regardless of their length of employment.

Length of Service and Ratings on Position Qualifications

Length of service was related to each of the thirty position qualifications to determine the nature of the patterns between these factors. This was done by

constructing thirty 3x5 distribution tables with eight degrees of freedom. All of the relationships obtained Chi-square values significant at the .01 level. These values are shown in Table V.

In all cases the superior and above average groups obtained the greatest difference between the obtained and expected frequencies for all three cells of length of service. Analysis revealed two patterns of relationships.

The first pattern consisted of relationships where the discrepancy between the obtained frequency and the expected frequency was negative for employees with less than eight months of service and positive for both categories of employees with more than eight months of service. This pattern was obtained on acceptance and administration. The interpretation of this pattern suggests that employees tend to obtain higher evaluations in reference to these criteria as they remain longer in the service of the institution. Individuals with less than eight months of service in an institution are not likely to obtain high evaluations on acceptance and administration.

The second pattern to emerge from an analysis of the obtained discrepancies was found in distributions where the obtained difference between the observed frequencies and the expected frequencies for individuals receiving

TABLE V

CHI-SQUARE VALUES FOR THE RELATIONSHIPS BETWEEN RATINGS
ON POSITION QUALIFICATIONS AND LENGTH OF SERVICE

Position Qualifications	Chi-Square Values*
Acceptance	49.255
Accomplishment	53.026
Acuteness	20.686
Administration	42.258
Attitude	39.549
Capacity	45.867
Creativeness	43.872
Dependability	61.199
Drive	29.548
Flexibility	22.574
Analysis and Judgement	24.797
Breadth of Knowledge	21.911
Developing Others	22.222
Human Relations Skill	26.789
Intellectual Ability	26.026
Personal Characteristics	29.445
Position Performance	54.684
Self-Confidence	34.914
Self-Control	41.913
Technical Knowledge	20.052
Initiative	45.965
Leadership	28.392
Motivation	39.978
Objectivity	49.705
Planning	26.611
Quality	52.784
Sensitivity	43.488
Socialness	62.498
Verbal Facility	31.354
Vision	34.383

*All Chi-square values are significant at the .01 level. The sample contained 1,024 cases.

superior and above average evaluations on the stated criterion were negative for employees with less than eight months of service and more than eight years of service, but positive for employees in the middle category of eight

months through eight years of service. This pattern was obtained for each of the other twenty-eight position qualification criteria. These data may be interpreted as indicating that as a group the supervisors' evaluations of employees with length of service between eight months and eight years tended to be higher than for either of the other two groups.

Significance of Length of Service

When length of service was related to the general criterion of proficiency with children, it was found that the relationship was not due to chance but that the observed differences were the result of superior employees being quickly identified and maintaining their superior position throughout their length of service rather than the result of the time element as a variable. When length of service was related to the thirty position qualification criteria it was found that, with two exceptions, the middle range in regard to length of service tended to produce the greatest proportion of superior and above average evaluations. In the two exceptions it was found that the superior and above average employees do not tend to emerge as quickly, but when identified tend to maintain their position throughout their length of service.

The reason for the disproportionate number of superior and above average evaluations that fell in the

middle group in reference to the length of service may have been, in part, the fact that most institutions use the first six months as a period of probation for weeding out weak and inadequate employees, thus permitting more of the above average employees to progress into the second length of service category. Probably the employees that remain in the groupwork classification of position titles for more than eight years tend to be individuals that passed the minimum qualifications of the probationary period but did not have the qualifications of the twenty-eight stated criteria to warrant promotion into the more responsible supervisory and administrative positions within the institution. Thus the middle range with respect to length of service could contain a disproportionate number of individuals that are "still on the way up."

The criteria of acceptance and administration are characteristics that seem to be logically related to the time function. That is, an employee is not likely to gain the confidence of others and earn their respect until he has been with the other staff members for a period of time that is sufficient for them to know him thoroughly. Likewise, administration, which is defined as organizing one's own time and that of others, delegation, follow up, and control of position activities, is not likely to be

achieved by an employee until he is thoroughly familiar with his job and has been given the opportunity and responsibility for organizing his own work and that of others. These are both functions of time that would be hard to achieve within an eight-month period of employment. On the other hand, an employee that has once achieved these qualifications is likely to maintain his position or improve it as his length of service with the institution increases.

The fifth hypothesis on which this study was based stated that some of the position qualification evaluations are related to the length of service of the youth worker. Acceptance and administration were found to have a positive and continuing relationship to the length of service, and the other twenty-eight criteria were found to have a positive relationship for superior and above average employees with service between eight months and eight years. Although the hypothesis was supported by the statistical findings, the position qualification criteria did not provide much discrimination between the various criteria and the length of service categories, but this weakness was more due to the extreme range of length of service found in the institution than to the failure of the individual criteria to differentiate the employee's qualifications.

The Relationships between General Proficiency and the Type of Institution in Which the Employee Works

The sample on which this study was based was divided into employees working in long-term institutions and employees working in short-term institutions. The long-term institutions employed 942 workers and the short-term institutions employed 654 workers.

The method of determining whether independence existed between the types of institutions consisted of relating each group to the ratings they received on proficiency with children and proficiency with staff. Each group was subdivided into five categories ranging from superior to poor on the basis of the evaluation it received from its supervisor.

This procedure produced two 5x2 tables with four degrees of freedom. The test of significance was Chi-square at the .01 level.

The type of institution data when related to employees' ratings on proficiency with children obtained a Chi-square value of 9.425. The probability for this value is .05 and therefore fails to meet the test of significance established for this study.

The type of institution data when related to the ratings of the employees' proficiency with staff obtained a Chi-square value of 3.201. Four degrees of freedom for this Chi-square value yield a probability of .70. This

probability indicates little more than a chance relationship between these factors.

Neither the ratings on proficiency with children nor the ratings on proficiency with staff obtained a statistically significant relationship with the type of institutions used in this study. Both types of institution obtained rating distributions that were similar to those one would expect to obtain on the basis of chance. Therefore it can be concluded that significant differences in the distribution patterns do not exist between long-term and short-term institutions in respect to their employees' proficiency in working with children or with staff. The sixth hypothesis stated that some of the general proficiency evaluations are related to the type of institution of the employee. The evidence obtained does not support this hypothesis.

Areas of Duty as Related to General Proficiency

The study included employees in the eight areas of duty found in all institutions for delinquent and emotionally disturbed children. These areas were: administration, health services, casework services, clinical services, groupwork services, school services, religious services, and institutional services.

The sample of 1,596 employees contained only 37 individuals in the administration category. The health

category contained only 73 individuals. The casework category had 48 individuals. The clinical category had only 29 individuals. The religious category had only 12 individuals. None of these five categories contained enough employees to provide frequency distribution tables with at least ten individuals in every cell. Failure to meet this requirement rendered the data useless for statistical purposes. For this reason, these five categories were dropped from this phase of the study.

The groupwork services category included 937 employees. The school category included 216 employees. The institutional services category included 244 employees. These three categories totaled 1,397 individuals. These three categories make up the areas of duty analyzed in this phase of the study.

The employees in these three categories, groupwork, school, and institutional services, were subdivided on the basis of the ratings they received from their supervisors. These ratings dealt with their proficiency in working with children and their proficiency in working with other staff. These data were tabulated on two 5x3 frequency distribution tables with eight degrees of freedom.

The frequency distribution table relating the three areas of duty to the employees' proficiency in working

with children obtained a Chi-square value of 26.740. The probability for this value is above .01.

In this distribution both the institutional services category and the groupwork category obtained frequencies that approximated chance. The greatest contribution to the significance of the obtained Chi-square value came from the "school" category. This group obtained more superior and above average ratings and fewer average and below average ratings than would be expected on the basis of chance.

The same three areas of duty were related to the supervisor's rating of the employee's proficiency with staff. This frequency distribution obtained a Chi-square value of 25.654 which is significant at the .01 level. In this distribution the school category again obtained more superior evaluations than chance expectancy while the institutional services and groupwork category obtained fewer superior evaluations than would be expected on the basis of chance.

The data from these two distributions indicate that of the three areas of duty studied there is a relationship between individuals employed in school services and supervisors' evaluations of that individual on both proficiency with children and proficiency with staff. The seventh hypothesis stated that some of the general proficiency

evaluations are related to the areas of duty of the employee. The obtained data support this hypothesis.

Summary

The material in this chapter has analyzed the relationships between supervisors' evaluations of employees and other criteria. The supervisors' evaluations consisted of ratings on the thirty position qualifications and ratings on the general factors "proficiency with children" and "proficiency with staff." The other criteria consisted of: the level of education of the employee, the age group of the employee, the sex of the employee, the length of service of the employee, the type of institution, and the area of duty.

All thirty of the position qualifications were found to be significantly related to the employee's general proficiency with children and staff. These relationships made it possible to use the complete group of position qualifications in subsequent phases of the study.

Education was found to be related to five of the position qualifications. These position qualifications were: "acuteness," "attitude," "capacity," "sensitivity," and "vision."

Age was found to be related to twenty of the position qualifications. The age group from twenty-eight through fifty-five years tended to be somewhat superior in

"attitude," "drive," "developing others," "intellectual ability," "personal characteristics," "self-confidence," "quality," and "socialness."

The age group from nineteen years through twenty-seven tended to obtain higher ratings on the position qualifications: "human relations skill," "technical knowledge," "initiative," "motivation," "objectivity," "planning," and "verbal facility."

The age group from nineteen through fifty-five years tended to obtain more above average evaluations on the position qualifications: "performance," "self-control," "leadership," "sensitivity," and "vision."

Length of service obtained significant Chi-square values for all thirty of the position qualifications. In all three length of service categories there tended to be more superior individuals in respect to "acceptance" and "administration" than would be expected on the basis of chance. The individuals with eight months to eight years of service tended to obtain higher ratings on the other twenty-eight position qualifications.

The type of institution data were related to the ratings on general proficiency in working with children and with staff. No differences significant at the .01 level were obtained between long-term and short-term institutions.

The areas of duty data were also related to ratings on general proficiency in working with children and with staff. Usable data were available for only three area of duty categories. These were: groupwork services, school services, and institutional services. The individuals in the school services category tended to obtain more above average evaluations in their proficiency with both children and staff than did the other two groups.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS OF THE STUDY

The study investigated thirty position qualifications which embodied the desirable characteristics of the varied positions found in institutions for delinquent and emotionally disturbed youth. The supervisory personnel in the forty-five institutions used in the study were asked to evaluate their subordinates in reference to each of the position qualifications. The supervisors were further asked to evaluate their employees in reference to proficiency with children and proficiency with staff.

These data were used to test seven hypotheses. These were:

Hypothesis I--Some of the position qualification evaluations are related to the general proficiency of the employees.

Hypothesis II--Some of the position qualification evaluations are related to the level of education of the employees.

Hypothesis III--Some of the position qualification evaluations are related to the age grouping of the employees.

Hypothesis IV--Some of the position qualification evaluations are related to the sex of the employees.

Hypothesis V--Some of the position qualification evaluations are related to the length of service of the employees.

Hypothesis VI--Some of the general proficiency evaluations are related to the type of institution of the employees.

Hypothesis VII--Some of the general proficiency evaluations are related to the areas of duty of the employees.

The first statistical procedure consisted of testing the reliability of the instrument. Conclusions regarding the hypotheses could not be drawn unless it could be demonstrated that different individuals using the instrument to rate an employee would arrive at similar evaluations.

Reliability was demonstrated by determining that several supervisors evaluating the same employee on the thirty position qualifications obtained statistically significant agreement. This was tested by two methods. Critical-ratios were developed between five supervisors evaluating the same employee in one of the institutions studied. Pearson's Product-moment coefficient of correlation was developed for paired evaluations of supervisors

in six institutions. Both tests confirmed the reliability of the instrument. It was further demonstrated that the position qualifications, as an instrument, satisfy eight criteria of face validity.

Each of the thirty position qualification evaluations was separately related to each of the other informational items on an individual basis for every subject in the study. These individual relationships were tabulated on 150 frequency distribution tables to which the statistic Chi-square was applied. A Chi-square value was considered to be significant if it could have occurred by chance less than once in one hundred times. These Chi-square values were used to test seven hypotheses.

Hypothesis I stated that some of the position qualification evaluations are related to the general proficiency of the employees. Each of the thirty position qualifications was found to obtain significant Chi-square values when related to employees' proficiency in working with children. Each position qualification was also found to obtain significant Chi-square values when related to employees' proficiency in working with other staff members. These findings indicate that each position qualification makes some positive contribution to success in institutional employment. Success in working with children and with staff were the only two factors with which

all thirty of the position qualifications were related in the same positive pattern.

Hypothesis II stated that some of the position qualification evaluations are related to the education level of employees. Education obtained significant Chi-square values for relationships with the following five position qualifications: "acuteness," "attitude," "capacity," "sensitivity," and "vision." These relationships were the result of fewer poor and below average individuals in the group with degrees than would be expected on the basis of chance.

The administrator selecting only individuals with college degrees would probably not obtain any more superior employees than one would expect on the basis of chance, but he would get significantly fewer below average and poor employees in the long run than by using either of the other two levels of education as selection criteria. An administrator employing only people with high school or less education would tend to obtain an average distribution on the qualifications stated. The administrator who selected only individuals with some college training would in the long run tend to get more individuals that were below average or poor and fewer individuals that were above average and superior on the position qualifications.

Hypothesis III set forth that some of the position qualification evaluations are related to the age grouping of the employees. Age as a factor in the study was related to twenty of the position qualifications. These relationships produced three different patterns.

Six of the position qualifications obtained significant Chi-square values with distribution patterns that favored groupworkers under twenty-eight years of age. They were: "human relations skill," "technical knowledge," "initiative," "objectivity," "planning," and "verbal facility."

Eight of the position qualifications that obtained significant Chi-square values displayed distribution patterns that favored employees between twenty-eight and fifty-five years of age. These eight qualifications were: "attitude," "drive," "developing others," "intellectual ability," "personal characteristics," "self-confidence," "quality," and "socialness."

Five of the position qualifications obtained significant Chi-square values in which the distribution patterns favored employees between nineteen and fifty-five years of age. They were: "position performance," "self-control," "leadership," "sensitivity," and "vision."

These findings indicate that an employer should carefully define the qualifications necessary to a stated

groupwork position if age is to be used as a selection criterion. This is because age obtained three different relationship patterns with twenty of the position qualifications.

Hypothesis IV stated that some of the position qualification evaluations are related to the sex of the employees. Sex as a factor tended to favor the male groupworkers in reference to seven of the position qualifications. These were: "administration," "attitude," "capacity," "developing others," "personal characteristics," "self-control," and "technical knowledge." In reference to these factors women tended to obtain chance distributions, whereas the men obtained more superior and above average evaluations than would be expected on the basis of chance alone. This was possibly due to the nature of the position qualifications and the fact that men are more frequently assigned to the groupwork positions of responsibility where these factors are important.

Hypothesis V stated that some of the position qualification evaluations are related to the length of service of the employees. Length of service obtained significant Chi-square values for all thirty of the position qualifications. In all three length of service categories there tended to be more superior individuals in respect to "acceptance" and "administration" than would be expected

on the basis of chance. The individuals with eight months to eight years of service tended to obtain higher ratings on the other twenty-eight position qualifications.

Hypothesis VI stated that some of the general proficiency evaluations are related to the type of institution of the employees. The type of institution data were related to the ratings on general proficiency in working with children and with staff. No differences significant at the .01 level were obtained between long-term and short-term institutions. This hypothesis was not supported by the findings.

Hypothesis VII stated that some of the general proficiency evaluations were related to the areas of duty of the employees. The areas of duty data were also related to ratings on general proficiency in working with children and with staff. Usable data were available for only three area of duty categories. These were: groupwork services, school services, and institutional services. The individuals in the school services category tended to obtain more above average evaluations in their proficiency with both children and staff than did the other two groups.

The Findings Summarized as a Composite Profile

This was a large-scale study of trends. The composite profile is not necessarily descriptive of any

individual groupworkers nor is it necessarily descriptive of the most desirable combination of factors for any given institution. The profile is offered as a generalized summary of the relationships that most frequently tend to be associated with superior proficiency with children and staff.

The composite superior groupworker in this study would be a male under fifty-five years of age with a college degree. He would have an inquiring open mind. He would remain calm and poised under pressure and would be able to keep emotional or personal interests from influencing decisions. His attitude would be enthusiastic, constructive, optimistic, and loyal. He would have a knowledge of the functional skills needed to carry out the duties of his job. He would be self-reliant, taking new developments in stride. He would display assured bearing and have inner security. He would receive loyalty and cooperation from others. He would be able to manage and motivate others to full effectiveness. He would have an open mind. He would have been employed in the institution for less than eight years.

Conclusions Regarding the Study

The study has attempted to focus attention on the need for research in establishing position qualifications

useful in the evaluation of institutional youth workers.

To this end it has demonstrated that:

1. The evaluation of youth workers using the forced-choice technique can yield reliable results.

2. All of the position qualifications used in this study seem to make a positive contribution toward the proficiency of youth workers in the institutions studied.

3. The position qualifications in this study not only contribute to general proficiency, they can be measured in the individual.

4. There do not appear to be important general differences in proficiency between groupworkers in short-term and long-term institutions.

5. Differential relationships do seem to exist, however, between the position qualifications used in this study and other personal factors.

The results of the study supported six of the seven hypotheses set forth in the first chapter. Although definite trends were established, further research is needed to determine specific applications of the position qualifications.

A suggested list of position qualifications was established. A method of utilizing these qualifications for evaluation purposes was tested. Suggestions were set forth for developing an evaluation system based on the

selected qualifications used in this study that could be tailored to the institution's particular needs.

Perhaps the greatest contributions of the study were the indirect benefits to the participating institutions. Participation was a learning experience in the techniques and values of employee evaluation for many of the institutions. Interest in this study will possibly result in additional research based on these findings.

Institutions have learned through experience that success on the job depends more often on personal factors than on job skills. Perhaps this study has provided a tool for the measurement of these intangible personal qualifications.

Recommendations for the Use of Position Qualifications in the Evaluation of Youth Workers

The evaluation of youth workers is recognized as a valuable tool and an important responsibility of institutional administration. The recommendations that follow should be helpful in the use of position qualifications for the evaluation process.

1. The forced-choice method of evaluation is recommended because it tends to yield reliable results. The supervisor should group together employees in jobs requiring similar position qualifications. The distribution of different groups evaluated on the same position

qualifications should tend to be similar if the method is properly executed.

2. The job should be studied to determine the position qualifications most essential to success. By limiting the evaluation to the most essential dimensions of the position the process will be simplified and the danger of distortion from halo effect will be minimized.

3. When the number of position qualifications essential to success in a stated job is too large for convenient evaluation, it may be desirable to split the qualifications into two or more separate evaluations. With a new training group this could be done by including in the first evaluation those qualifications that tend to be identified most easily. The second evaluation might deal with the less tangible factors that are more difficult to identify or slower to emerge.

4. Some position classifications within the institution may not include enough employees for group evaluation with the forced-choice method. Here it may be desirable to establish some standards against which an employee can be evaluated. Such standards may have to be revised periodically because of the tendency to raise the evaluation each time the process is repeated.

5. Different positions that require the same position qualifications can often be grouped together for the

purpose of evaluation. The employee is then evaluated on the position qualification in reference to the group rather than in reference to his job duties. This may be more accurate than attempting to evaluate against objective standards.

6. Although all of the position qualifications seem to make a positive contribution to the general proficiency of workers, it is not recommended that they all be sought in any one position nor in any one person. An evaluation process that routinely included all thirty position qualifications would be time consuming and, because of the overlapping nature of some of the qualifications, would tend to introduce distortions. Also, some of the combinations such as creativeness and position performance or dependability and vision tend to be opposed to one another.

Problems for Additional Research

Future research might focus on the problem of developing the position qualifications into a standardized instrument for staff evaluation. A standardized instrument might consist of a series of position qualifications with differential weights for a variety of job descriptions.

The present study indicated that some of the position qualifications contributed considerably more to a

relationship than others. However, the statistic Chi-square does not indicate the relative strength of such relationships. The relative contribution of each position qualification to a relationship could be examined by means of factor analysis.

A standardized evaluation scale might also be adopted to staff selection. Two possible approaches to this problem might warrant further research. The first could consist of rearranging the significant position qualifications into a series of structured interview questions from which the applicants' capabilities could be inferred. The other approach might consist of a series of descriptive statements in which each position qualification was weighted in relation to various job titles. The interviewer could use this as a guide in evaluating an applicant or checking the appropriate statement as the interview progressed.

The data indicated that there are other areas outside the scope of the present study that might warrant further investigation. Most of these were related to staffing and organization.

The institutions participating in the study indicated that only 3 per cent of their staff was employed in clinical services and less than 1 per cent was employed in religious services. This indicates that these areas were inadequately staffed, staffed by volunteers or individuals

on other agency payrolls, or unreported in this study. It would be of value to know which situation prevails. A future research project might focus on a more intensive study of staffing patterns and attempt to develop a formula or set of principles that would help an administrator determine the best proportion of staff in each of the eight institutional areas of work.

Additional research is needed to determine the true causes for high rates of staff turnover in institutions. In the present study it was found that 16 per cent of the total sample had been employed less than eight months. In the present study it could not be determined whether this was due to the weeding out of weak employees, inadequate salaries, or to other causes.

A related problem could explore more deeply the relationship between the level of education and the length of service of groupwork personnel. The data indicated that many of the personnel with college degrees had been employed for relatively short periods of time. If this relationship was found to be statistically significant it would be useful to determine whether this indicated a trend toward improving the educational level of staff, the practice of promoting individuals with degrees out of the groupwork areas of duty, or whether this was the result of rapid turnover in this staff group.

Most of the institutions seem to have had too many individuals under the direct supervision of the superintendent. This was particularly true of the short-term agencies. In industry the principle of "span of control" holds that a person can successfully supervise only six to eight subordinates. Future research might attempt to establish valid supervision ratios for child-caring institutions.

Several intangible factors in the raw data suggest that institutions with many individuals under the direct supervision of the superintendent may tend to be more autocratic than institutions with widely delegated supervision. Recent research has found valid differences between the therapeutic effectiveness of child-caring institutions classified as autocratic, milieu centered, treatment centered, and mixed. A study might be designed to determine whether an institution's therapeutic effectiveness could be inferred from a study of its organizational characteristics.

Summary of Conclusions Regarding the Study

The study has attempted to focus attention on the need for research in establishing position qualifications useful in the selection and evaluation of institutional youth workers. This was accomplished by demonstrating

that differential relationships exist between the position qualifications used in this study and other personal factors.

A suggested list of position qualifications was established. A method of utilizing these criteria was developed. Suggestions were set forth for developing an evaluation system tailored to the institution's particular needs and based on selected qualifications used in this study.

The results of the study supported the hypotheses set forth in the first chapter. Although definite trends were established, further research is needed to determine specific applications of the position qualifications.

Institutions have learned through experience that success on the job depends more often on personal factors than on job skills. This study has successfully demonstrated that such personal qualifications not only contribute to proficiency, but that they can be measured in the individual.

APPENDIX I

NAMES AND LOCATIONS OF INSTITUTIONS USED IN SAMPLE

Institutions Participating in All Phases of the Study

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>Staff</u>	<u>Code</u>
Arizona	Phoenix	Juvenile Hall	39	127
California	San Bernardino	Juvenile Hall San Bernardino County	51	133
California	Los Angeles	Los Angeles County Juvenile Hall	480	129
California	San Diego	San Diego County Juvenile Hall	113	125
California	Arlington	Riverside County Juvenile Hall	59	122
California	French Camp	L. V. Patterson Hall	31	008
California	Paso Robles	California Youth Authority School for Boys	170	525
District of Colum- bia	Washington	Receiving Home for Children	58	141
Florida	Miami	Dade County Youth Hall	35	012
Florida	Jacksonville	Duval County Children's Shelter	14	010
Florida	Marianna	Florida School for Boys	170	501

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>Staff</u>	<u>Code</u>
Hawaii	Kailua	Koolau Boys' Home	40	507
Kansas	Kansas City	Kaw View Juvenile Detention Home	10	016
Louisiana	Monroe	The Louisiana Training Institute	110	516
Louisiana	Baton Rouge	Family Court of East Baton Rouge Parish	6	118
Michigan	Grand Rapids	Kent County Juvenile Home	22	005
Michigan	Pontiac	Oakland County Children's Center	73	515
Minnesota	Cook	Y.C.C. Forestry Camp # 2	13	512
New York	Hauppauge	Suffolk County Children's Shelter	21	124
New York	New York	P.S. 613 The Bronx Youth House for Girls	20	017
New York	Buffalo	Detention Depart- ment Erie County Children's Court	24	009
New York	Otisville	Otisville State Training School for Boys	207	513
Ohio	Toledo	Child Study Institute	42	004
Ohio	Akron	Summit County Juvenile Deten- tion Home	33	142
Ohio	Hamilton	Butler County Juvenile Center	10	015
Ohio	Dayton	Montgomery County Juvenile Court	25	126

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>Staff</u>	<u>Code</u>
Oklahoma	Oklahoma City	Oklahoma County Juvenile Deten- tion Home	15	117
Oregon	Eugene	Shipworth Juvenile Home	12	001
Oregon	Portland	Multnomah County Juvenile Deten- tion Home	35	120
Pennsyl- vania	Glen Mills	The Glen Mills Schools	145	524
Puerto Rico	Mayaguez	Industrial School for Boys	108	519
South Dakota	Plankinton	State Training School	44	504
Tennessee	Nashville	Tennessee State Vocational Train- ing School	105	514
Texas	Corpus Christi	Martineau Juvenile Hall	13	003
Utah	Salt Lake City	Salt Lake County Detention Home	4	134
Virginia	Arlington	Arlington Chil- dren's Shelter	4	013
Virginia	Hanover	Hanover School for Boys	70	510
Virginia	Richmond	Study Home for White Boys	15	131
Virginia	Richmond	Juvenile Deten- tion Home	22	130
Virginia	Newport News	Newport News Juvenile Home	9	014
Virginia	Norfolk	Norfolk Youth Center	12	011

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>Staff</u>	<u>Code</u>
Vermont	Vergennes	Weeks School	70	508
Washington	Little Rock	Capitol Youth Forest Camp Cedar Creek Youth Forest Camp	32	503
Washington	Seattle	Youth Service Center	65	123
Wyoming	Worland	Wyoming Indus- trial Institute	25	134

Institutions Participating in Selected Phases of the Study

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>Staff</u>	<u>Code</u>
Arizona	Fort Grant	Arizona State Industrial School	71	509
California	Bakersfield	Juvenile Hall	40	007
California	Ontario	YA-Youth Training School	182	526
California	Sacramento	Sacramento County Juvenile Hall	40	135
California	Sacramento	Northern Reception Center-Clinic	135	132
Colorado	Denver	Juvenile Hall	30	002
Illinois	Chicago	Arthur J. Andy Home for Children	200	128
Illinois	Sheridan	Industrial School for Boys	140	520
Indiana	Plainfield	Indiana Boy's School	156	522
Kansas	Topeka	Boy's Industrial School	123	502
Maryland	Baltimore	Maryland Children's Center	42	133
Massachusetts	Bridgewater	Institute for Juvenile Guidance	52	505
Minnesota	St. Paul	Woodview Detention Home	18	143
Montana	Miles City	Montana State Industrial School	71	506
Missouri	Kansas City	Jackson County Juvenile Court	29	119
Nebraska	Kearney	Boys' Training School	84	518

<u>State</u>	<u>City</u>	<u>Institution</u>	<u>Staff</u>	<u>Code</u>
Nevada	Elko	Nevada Youth Training Center	110	527
New Jersey	Pennsauken	Children's Shelter of Camden County	32	139
Ohio	Cleveland	Cuyahoga County Detention Home	69	121
Pennsyl- vania	Philadelphia	Youth Study Center	146	140
Texas	Gainesville	Gainesville State School for Girls	97	523
Utah	Ogden	Utah State Industrial School	120	521
Virginia	Beaumont	Beaumont School for Boys	80	517
Wisconsin	Wales	Wisconsin School for Boys	68	511
Wisconsin	Milwaukee	Milwaukee County Detention Home	31	006

APPENDIX II

SAMPLES OF INSTRUMENTS AND INSTRUCTIONS FOR THEIR USE

1 2 3 4 5 6 7 8 9 0
We will participate in the Discernment Project
Institution _____
Address _____

Number of full time employees _____
Person to whom correspondence should be directed:
Name _____ Title _____

(Addressed to the Administrator of the Institution)

Your effectiveness as an administrator depends largely on the quality of the personnel you promote into positions of responsibility. This, in turn, depends on your ability to evaluate the potential of personnel being considered for promotion. What criteria do you use in making these decisions.

The purpose of this letter is to invite you and the staff of your institution to participate in a nation-wide research project which will attempt to establish useful criteria that may be used by administrators in this field in the selection and evaluation of staff personnel.

Participation in the project will involve the completion of three sets of materials. The first set of materials will consist of forms for gathering nine items of information

concerning the members of your staff. These are such things as sex, age, length of service, etc. This first set of material can be completed by you or a member of your staff that has access to the personnel records. The second and third sets of materials will be completed by the supervisory personnel in your institution. These will deal with qualities that are important in performing various types of duties. When the project is complete you will receive a summary of the findings and conclusions.

Your institution has been selected for participation because of its geographic location. We sincerely hope that you will complete the enclosed post card and return it to us indicating your willingness to participate in a venture which we believe will be profitable to you and other administrators throughout the country.

Very truly yours,

R. E. Walther
Project Director

Encl.

Thank you for indicating your willingness to participate in project Discernment which will attempt to establish useful criteria for the selection and evaluation of staff personnel.

Enclosed is the first set of materials. You will note that each of the Staff Data sheets makes provision for listing five members of your staff. There should be a sufficient number of these sheets to provide for the listing of all of your full time personnel. If you find you are short of sheets, please indicate the number you need when you return these forms completed. Please request that the person who will complete these forms read the enclosed instruction sheet. When they are completed return them in the enclosed, stamped addressed envelope.

Your cooperation in this project is sincerely appreciated.

Very truly yours,

R. E. Walther

Enclosures

STAFF DATA

Instruction Sheet for Attached Form

1. Write in the name of your institution and check in the appropriate box whether it is primarily a long term care or short term care institution. For the purpose of this study, a long term care institution is one to which children are normally committed for periods exceeding 90 days. A short term care institution, for the purpose of this study, shall be one in which most children remain less than 60 days.
2. On the second line list the last names of each of the full time employees on your staff. You will note that each sheet will accommodate data for five persons. Use as many sheets as necessary for your size staff. From this point on it will probably be more convenient to work down each column.
3. The third line provides space for listing the title of the employee named on the line above. If your institution does not use position titles, please use one of the descriptive terms from section 9 below.
4. The length of service requested on line 4 should be in years and months.
5. The age requested on line 5 is to the nearest year.
6. Circle or place in parentheses the appropriate sex of the employee.
7. The education level of the individual should be indicated with an X or a check on the appropriate line under item number 7.
8. If the employee spends as much as one day a week regularly working directly with children, you should circle or place in parentheses "yes" for this item.
9. The types of duties have been broken into 8 general categories. In each column please circle or place in parentheses the number of the category that is most appropriate for that person. In some instances the individual may perform more than one type of duty. Please circle the one category that is most descriptive. Category #8, "Services," refers to cooks, engineers, maids, laundress, etc.
10. Indicate on this line the name of the immediate supervisor for the person being recorded. This should be the individual in the best position to evaluate the person referred to above.

11. Please list the title of the supervisor.
12. The person completing this form should indicate his name and title along with the date on this line.

The term "same" can be used to indicate information that is the same for the person to the immediate left.

STAFF DATA

1. Name of Institution	Primary Type of Care Provided:		Long Term Care ()	Short Term Care ()
2. Employee's Name				
3. Position Title				
4. Length of Service				
5. Age				
6. Sex (circle)	M	F	M	F
7. Education (check) Hi School or Less Some College Trn. College Degree				
8. Work Directly with Children? (circle)	Yes	No	Yes	No
9. Area of Duties (circle number)	1. Admin. 2. Health 3. Casework 4. Clinical 5. Group-work 6. School 7. Reli-gious 8. Services	1. Admin. 2. Health 3. Casework 4. Clinical 5. Group-work 6. School 7. Reli-gious 8. Services	1. Admin. 2. Health 3. Casework 4. Clinical 5. Group-work 6. School 7. Reli-gious 8. Services	1. Admin. 2. Health 3. Casework 4. Clinical 5. Group-work 6. School 7. Reli-gious 8. Services
10. Supervised By (Last Name)				
11. Title				
12. This Form Completed By	Title		Date	

Thank you for your response in returning the Staff Data requested from your organization for the research project Discernment.

Enclosed is the second set of materials. You will notice that the letters of instruction have been addressed to specific supervisors named by you as being in the best position to evaluate their subordinates. (Of course if you are the person to do the evaluating, then it will be your name on the letter of instruction.)

Please distribute the enclosed sets of materials to the supervisors named on the letters and urge them to complete the form and return it to you at their earliest convenience. It is, of course, most convenient if all the forms from a given institution can be returned at the same time. However, please do not hold up the return of this information for more than two weeks. Return the forms you have completed and urge the other supervisors to get their forms in as soon as possible. If you want additional stamped mailing envelopes for late returns, please indicate this at the time you return these forms.

When these forms have been received, you will be sent one additional set of materials for your supervisors to complete. That will fulfill your participation in the project. We sincerely appreciate your cooperation and trust that you will feel well rewarded for the part you have played in the project's success.

Very truly yours,

R. E. Walther

Encls.

P R O J E C T D I S C E R N M E N T

SUPERVISOR'S INSTRUCTIONS

PHASE II

Dear Supervisor:

Your institution is participating in a nation-wide research project designed to determine the qualifications that are most important to people working in various kinds of jobs. As a participant, your administrator has agreed to permit you to complete the enclosed forms.

You will note on the enclosed form that the "position title" and the "name" columns have been typed in. These are the persons whom we understand are under your supervision. Some of the positions and persons on your staff may have been omitted from the enclosed set of materials for one or more of the following reasons:

1. This phase of the project deals only with workers who spend at least one day a week regularly working directly with the children.
2. The project is, by definition, limited to employees who work one half time or more in the institution. The data received indicated that some of your positions were less than half time.
3. The type of duties performed by the employee do not fall within the scope of this project.

If there are any inaccuracies, please correct them. If we are in error regarding any of the positions omitted, or if you feel for special reasons they should have been included, please add them to the bottom of your list.

INSTRUCTIONS

- A. After the position title there are five (5) blank spaces. In these five spaces please list the numbers of the qualifications from the enclosed POSITION QUALIFICATION list that you feel are most important to the successful performance of this position. These are qualifications the positions should have, regardless of whether or not the present incumbent possesses them. Please list only five qualifications for each position title.
- B. After the person's name are two columns, one labeled "CHILDREN" and one labeled "STAFF." Under each of these columns is a series of numbers running from 1 through 5. They are to be used to evaluate the individual's over-all proficiency in relation to the children and to the staff. This evaluation should be made in reference to your own staff only. No comparison should be made between your staff group and any other group.

THIS IS THE PROPER WAY TO USE THIS SCALE: Select the person on the name list that you consider to be average in your group in his effectiveness with the children and circle the number 3 in the first column after that person's name. Next, select the most superior person and circle the 1 after his name. Then select the weakest person in your group and circle the 5 after his name. Using these individuals as reference points, evaluate the rest of the group by circling the appropriate number after each of their names. As many additional persons as you feel are superior may be given 1's and everyone you feel is poor should be given 5.

When this has been done in reference to your staff's proficiency with the children, it should be repeated in reference to the other staff members. It is recognized that a person who does well with children may or may not work well with other staff members.

When the questionnaire is completed, please sign it and return it to your administrator who will take responsibility for seeing that it is posted. This is purely a research project and this information will not be used to evaluate your staff or the institution.

Your prompt cooperation in this phase of the project is very much appreciated.

Sincerely,

R. E. Walther

POSITION QUALIFICATIONS

1. Acceptance-----Gains confidence of others; earns respect.
2. Accomplishment-----Effective use of time. Amount of work produced.
3. Acuteness-----Mentally alert. Understands instructions, explanations, unusual situations and circumstances quickly.
4. Administration-----Organizing own work and that of others. Delegation, follow-up, control of position activities.
5. Attitude-----Enthusiastic, constructive, optimistic, loyal.
6. Capacity-----Mental depth and breadth; reservoir of mental ability.
7. Creativeness-----Original ideas. An inquiring mind. Fresh approaches to problems.
8. Dependability-----Meets schedules and deadlines. Adheres to instructions and policy.
9. Drive-----Works with energy. Not easily discouraged. Basic urge to get things done.
10. Flexibility-----Adaptable. Adjusts rapidly to changing conditions. Copes with the unexpected.
11. Analysis & Judgement--Critical observer. Breaks problems into components; weighs and relates; arrives at sound conclusions.
12. Breadth of Knowledge--Range of interests. Use of information and concepts from other related fields.
13. Developing Others-----Develops competent successors and replacements.
14. Human Relations Skill--Ability to motivate people and get them to work together.
15. Intellectual Ability--Ability to solve problems, adapt to new situations, analyze.
16. Personal Characteristics-----The total of temperament characteristics bearing on job functioning.
17. Position Performance--How well the individual carries out the duties of present job.

18. Self-Confidence-----Assured bearing. Inner security. Self-reliant. Takes new developments in stride.
19. Self-Control-----Calm and poised under pressure.
20. Technical Knowledge---The knowledge of functional skills needed to carry out position requirements.
21. Initiative-----Self-starting. Prompt to take hold of a problem. Sees and acts on new opportunities.
22. Leadership-----Receives loyalty and cooperation from others. Manages and motivates others to full effectiveness.
23. Motivation-----Has well planned goals. Willingly assumes greater responsibilities. Realistically ambitious.
24. Objectivity-----Has an open mind. Keeps emotional or personal interests from influencing decisions.
25. Planning-----Looking ahead. Developing programs and work schedules.
26. Quality-----Accuracy and thoroughness. High standards.
27. Sensitivity-----Has a "feel" for people; recognizes their problems. Quick to pick up "the way the wind is blowing." Is considerate of others.
28. Socialness-----Makes friends easily. Works "comfortably" with others; has sincere interest in people.
29. Verbal Facility-----Articulate. Communicative--generally understood by persons at all levels.
30. Vision-----Has foresight; sees new opportunities. Appreciates, but not bound by tradition or custom.

Dear Sir:

This is the final phase of Project Discernment. The cooperation of you and the other members of your staff is greatly appreciated and will insure the project's success.

Enclosed are kits of materials to be distributed to each of the supervisors named. The purpose of this phase is to determine the validity and measurability of the Position Qualifications indicated on the list enclosed in the supervisors' kits.

The purpose is to test the materials in the study, not to evaluate the individuals, per se, although it is necessary to do this to test these materials. The material gathered in this phase of the study, as in the previous phase, will be held completely confidential and will in no way reflect on the institution or its staff. Please reassure your supervisors on this point if they feel reluctant to evaluate their subordinates.

Again, we would prefer to have all of the materials returned at one time. However, please do not hold up the bulk of the materials for more than two weeks waiting for a few individual late returns. Return the majority as quickly as possible and, if you wish, request additional mailing envelopes for your late returns.

Your enthusiastic participation has been very sincerely appreciated and you will receive a copy of the conclusions when the study is complete. Some of the institutions may not be able to get their materials returned immediately and this will, of course, delay the statistical analysis of the data. However, your address card is on file and the project will not be considered complete until your copy of the findings has been posted.

Very truly yours,

R. E. Walther
Project Director

Enclosures

P R O J E C T D I S C E R N M E N T

SUPERVISOR'S INSTRUCTIONS

Dear Supervisor:

Thank you for completing the Supervisor's Questionnaire and participating in this national research project. Your participation will help insure its success.

The enclosed set of materials constitutes the final phase of the research project. This procedure, by actual test, requires less than five minutes per person to perform.

You will note that your kit contains six blue colored slips of paper with the letters from A to E and X. Spread these out on your working surface before you so that they can all be seen at one time.

Next, you will notice a number of white slips of paper with instructions and blanks numbered from 1 to 30 in your kit of materials. The numbers on these slips refer to the numbers on the Position Qualifications sheet. Blank number one (1) on the white slip refers to "Acceptance" on the mimeographed sheet.

On the backs of these slips you will find the names of the staff persons under your supervision. Spread the slips out before you so that all the names are visible. Pick up the slip belonging to the person who is most successful in gaining the confidence of others and earning their respect (item number one (1) "Acceptance" on the Position Qualifications list) and place this slip in the A "Superior" group. Now pick up the slip with the name of the person who is least successful in gaining acceptance, and place this slip in category E "Poor." Arrange the slips representing the other members of your group into their proper categories using these individuals as points of reference. There should be at least one individual in each of the five categories if there are five or more persons under your supervision.

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Supervisor's Letter of Instruction

When you have distributed the name slips in reference to number one (1) "Acceptance" pick up all of the slips in category A and turn them over and mark an A in the space numbered "1." The slips in category B "Above Average" will have a B marked in the blank space after number one (1). Mark the slips in categories C, D, and E in a like manner. If a slip does not fit any other category, mark it "X."

RE-SHUFFLE THE SLIPS AND SPREAD THEM OUT FACE DOWN. Next, using Position Qualification number two (2), "Accomplishment," re-sort your group on this criterion into the five categories. Remember that a person who is high on "Acceptance" may not necessarily be equally high on the amount of work produced. Let each distribution be based on the individual's merits in respect to that particular qualification. You will find that your decisions will be most accurate if you will make them on impulse rather than deliberating or worrying over any individual decision. The more quickly you do this, the more accurate it will be. When this distribution is complete, turn the slips over and record the categories for each individual as previously described. Repeat this process for each of the Position Qualifications on the enclosed sheet. This can be done almost as quickly as these instructions can be read.

When you have completed this process, return only the white evaluation slips to your administrator. This material will be kept completely confidential and will, in no way, reflect on you or your institution. Your participation and cooperation are very sincerely appreciated. Your administrator will receive a copy of the conclusions when the project has been completed.

Yours truly,

R. E. Walther
Project Director

Enclosures

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