

AD-A130 616

SOCIALIZATION PRACTICES JOB SATISFACTION AND COMMITMENT

1/1

(U) ALFRED P SLOAN SCHOOL OF MANAGEMENT CAMBRIDGE MA

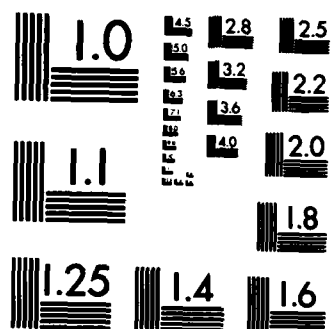
M R LOUIS ET AL. 1983 TR-ONR-16 N00014-80-C-0905

UNCLASSIFIED

F/G 5/9

NL

END

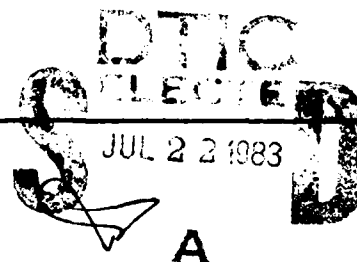


MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS-1963-A

REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM
1. REPORT NUMBER TR ONR 16	2. GOVT ACCESSION NO. AD-A130	3. RECIPIENT'S CATALOG NUMBER 616
4. TITLE (and Subtitle) Socialization Practices, Job Satisfaction and Commitment		5. TYPE OF REPORT & PERIOD COVERED
		6. PERFORMING ORG. REPORT NUMBER
7. AUTHOR(s) Meryl R. Louis & Barry Z. Posner		8. CONTRACT OR GRANT NUMBER(s)
PERFORMING ORGANIZATION NAME AND ADDRESS Sloan School of Management MIT 50 Memorial Drive Cambridge, MA 02139		10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS
CONTROLLING OFFICE NAME AND ADDRESS Office of Naval Research Organizational Effectiveness Group Code 442 Arlington, VA 22217		12. REPORT DATE
MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) Office of Naval Research Resident Representative MIT E19-628 Cambridge, MA 02139		13. NUMBER OF PAGES
DISTRIBUTION STATEMENT (of this Report)		15. SECURITY CLASS. (of this report)
		15a. DECLASSIFICATION/DOWNGRADING SCHEDULE

Approved for public release: distribution unlimited.

17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)
18. SUPPLEMENTARY NOTES
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) Socialization aids Job satisfaction Job commitment
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This study compares the contribution of several socialization practices and activities typically available to help new employees become satisfied and committed organizational members. Results showed that socialization aids are not only differentially available and/or helpful but that their impact on subsequent job satisfaction, commitment and tenure intention varies.



AD A 130616

DTIC FILE COPY

ONR

N00014-80-C-0905

NR 170-911

Massachusetts Institute of Technology
Sloan School of Management
Cambridge, MA 02139

TECHNICAL REPORTS IN THIS SERIES

- TR-1 Edgar H. Schein. "Does Japanese Management Style have a Message for American Managers?"
January, 1982, Sloan Management Review; Fall, 1981.
- TR-2 John Van Maanen. "Some Thoughts (and Afterthoughts) on Context, Interpretation, and Organization Theory"
February, 1982.
- TR-3 John Van Maanen. "The Mobilization of Effort: Sergeants, Patrol Officers, and Productivity in an American Agency"
February, 1982.
- TR-4 Lotte Bailyn. "Inner Contradictions in Technical Careers"
March, 1982; Working Paper 1281-82.
- TR-5 John Van Maanen & Deborah Kolb. "The Professional Apprentice: Observations on Fieldwork Roles in Two Organizational Settings" (in S.B. Bacharach, ed.) Research in Organizational Sociology, Vol. 3., Greenwich, CT.: JAI Press, forthcoming (1983).
June, 1982; Working Paper 1323-82.
- TR-6 Lotte Bailyn. "Problems and Opportunities for the Maturing Engineer"
June 1982.
- TR-7 W. Gibb Dyer, Jr. "Patterns and Assumptions: The Keys to Understanding Organizational Cultures"
June, 1982.
- TR-8 Lotte Bailyn. "Work and Family: Testing the Assumptions"
August, 1982.
- TR-9 Jeanne Lindholm. "Mentoring: The Mentor's Perspective"
September, 1982.
- TR-10 John Van Maanen & Stephen R. Barley. "Occupational Communities: Culture and Control in Organizations"
November, 1982.
- TR-11 Lotte Bailyn and John T. Lynch. "Engineering as a Life-Long Career: Its Meaning, Its Satisfactions, Its Difficulties"
November, 1982.

- TR-12 Edgar H. Schein. "The Role of the Founder in the Creation of Organizational Culture."
March, 1983
- TR-13 Edgar H. Schein. "Organizational Culture: A Dynamic Model
March, 1983
- TR-14 Barbara S. Lawrence. "Age Grading: The Implicit Organizational Timetable."
April, 1983
- TR-15 John Van Maanen. "The Boss: First-Line Supervision in an American Police Agency" reprinted from Maurice Punch (ed.) Control in the Police Organization, MIT Press, 1983.
April, 1983
- TR-16 Meryl R. Louis and Barry Z. Posner. "Socialization Practices, Job Satisfaction and Commitment." Presentation, Western Division, Academy of Management, March, 1983.
April, 1983.



Accession For

NAME GRAFI

NO. TAB

DATE 1983

A

**SOCIALIZATION PRACTICES,
JOB SATISFACTION AND COMMITMENT**

**Meryl R. Louis
Naval Postgraduate School
Monterey, California**

**Barry Z. Posner
Management Department
University of Santa Clara
Santa Clara, California 95053**

Presentation

**Western Division
Academy of Management
March, 1983**

Approved for public release: Distribution unlimited.

Prepared with the support of:

**Chief of Naval Research, Psychological Sciences Division (Code 452),
Organizational Effectiveness Research,
Office of Naval Research, Arlington, VA 22217,
under Contract #N0014-80-C-0905: NR 170-911.**

**SOCIALIZATION PRACTICES,
JOB SATISFACTION AND COMMITMENT**

Abstract

This study compares the contribution of several socialization practices and activities typically available to help new employees become satisfied and committed organizational members. Results showed that socialization aids are not only differentially available and/or helpful but that their impact on subsequent job satisfaction, commitment and tenure intention varies.

**SOCIALIZATION PRACTICES,
JOB SATISFACTION AND COMMITMENT**

The socialization process in an organization has a major influence on individual, and consequently group and organizational, performance. Regardless of whether it is consciously or unconsciously planned and managed, socialization provides newcomers with considerable role-related and job-relevant learnings. It is the process of what Schein (1968) referred to a "learning the ropes". While few would deny these suppositions, controversy remains about the specific relationship between socialization activities and performance criteria. The more basic question is: "What makes for an effective organizational entry practice? Neither researchers nor practitioners have directly addressed this issue.

Van Maanen (Van Maanen, 1978) identified seven dimensions with which to characterize socialization or entry practices. From those dimensions and earlier work by Schein (1971) on types of newcomers' role responses (e.g. custodianship, role innovation), he developed a set of propositions linking characteristics of socialization practices to newcomers' responses in their jobs. These propositions were derived from examining the research literature and from examples of entry practices as they are manifested in organizations today. Little empirical verifications of these relationships has followed.

Louis (1980a) has argued that why and how some entry practices work, if in fact they do, can only be understood in light of the context of the newcomer's entry experience. Her model described typical features of an entry experience and the sense-making processes by which newcomers cope with their early job experiences. The model proposed that the entry experience is one in which newcomers are learning a culture. Newcomers must assimilate the unofficial

rules for sorting, labeling and interpreting experience by which the regular members of the setting know such things as who and what matters, which official rules are enforced, and relevant day to day priorities.

On the practitioner side, organizations spend a great deal of time and money to orient newly hired employees. There are substantial direct costs of indoctrination programs and indirect costs of having employees working below capacity while they learn the job and adjust to new surroundings. For example, it has been estimated that the payback period for professional staff members averages about 18 months. The payback period can be defined as the time at which the aggregate financial and other costs attendant to the hiring, orientation and adaptation of new employees have been recouped through the employee's contribution to organizational productivity. By definition, then, reduction of the payback period can be achieved by facilitating the adjustment of the new employee in the organization.

The study reported here represents an effort to compare alternative socialization (entry) practices and to determine their impact on subsequent employee performance attitudes. The first issue is largely descriptive and is an attempt to know more about which socialization practices are most readily available (or offered) to newcomers and, of these, which are perceived as being most helpful to "learning the ropes". The lack of such information does make the development of specific hypotheses somewhat tentative. Nonetheless, following the early work of Van Maanen (1978; Van Maanen & Schein, 1979) and Louis (1980a, 1980b) it seems reasonable to test the hypothesis that socialization practices will affect subsequent employee job satisfaction, commitment, and tenure intention.

METHOD

Sample

The sample consisted of 148 college graduates (business majors) from a private West Coast university. They were surveyed by mail and reported on their experiences in entering full-time career-related jobs approximately 8-10 months into their positions. All responses were voluntary and confidential. Questionnaires were returned by 103 respondents (along with 15 undeliverable surveys). Complete and usable questionnaires (that is, people working by their own admission, in "full-time career-related positions") were available from 91 respondents, for an effective response rate of 69 percent. The typical respondent was 23-25 years old and this was their first full-time (non-summer) employment experience. There were 61 men and 30 women in the sample.

Measures

A list of potential socialization aids was developed that would encompass a wide range of activities in which a newcomer might engage and which could potentially contribute to their acculturation. The list was intended to provide a practical application of Van Maanen's (1978) earlier conceptual framework, and was also used by Louis (1980b). A panel of personnel managers, college placement officials, and recent hires reviewed the list for completeness and representativeness. The items presented were: Formal onsite orientation sessions, offsite residential training sessions, other new recruits (employees), a buddy relationship with a more senior coworker, mentor and/or sponsor relationship, your first supervisor, secretary or other support staff, daily interactions with peers while working, social/recreational activities with people from work, committees at work, business trips with others from work, company newsletter, and commuting (e.g., carpool, train, etc.).

Individuals were asked to indicate for each item whether it had been available to them in making the transition into the organization that they had entered after graduation. They were then asked to indicate, on a five-point scale (ranging from "not at all" to "a great deal"), the extent to which each of the items available to them helped them and contributed to their "learning the ropes" in their organization. Responses were used to indicate the perceived contribution of each socialization aid.

Three dependent variables were assessed: job satisfaction, commitment, and tenure intention. Two measures of job satisfaction were obtained following O'Reilly and Caldwell (1980). Respondents indicated how satisfied they were overall with their job and the extent to which they would prefer another, more ideal job. These two items were combined to form a job satisfaction index (coefficient alpha = .88). Commitment was measured using six questions from the Porter, Steers, Mowday, and Boulian (1974) index. Respondents indicated, using 7-point Likert scales, whether they agreed or disagreed with statements assessing perceptions of loyalty to the company, willingness to work hard to achieve organizational goals, and acceptance of organizational values (coefficient alpha = .84). Tenure intention was assessed using the two-item measure provided by O'Reilly and Caldwell (1980). Respondents indicated, on a 5-point scale, the likelihood of working for the organization in 3 years (Kraut, 1975), and estimated, on a 7-point scale ranging from less than 1 year to more than 10 years, how long they planned to remain with the organization. These two items were combined to form an index of tenure intention (coefficient alpha = .91). O'Reilly and Caldwell also referred to this as a measure of behavioral commitment.

RESULTS

Means and standard deviations for the helpfulness of each socialization aid are presented in Table 1. Also shown are the percentage of respondents reporting that the particular socialization aid was available.

Insert Table 1 About Here

As Table 1 documents the three most important socialization aids were interaction with peers, senior coworkers, and one's supervisor. Peers and supervisors were the two most available aids for organizational newcomers. "Buddy" relationships with senior coworkers were available to slightly more than half of the respondents. Other new recruits also seemed to play an important role in helping newcomers become acclimated.

Onsite orientation sessions were reported by about one in every four as being available, and were viewed as moderately helpful in learning the ropes. Offsite residential sessions were available to just about half of the newcomers but were reported to contribute relatively little assistance in learning the ropes. Secretary or clerical support staff personnel appeared to make a substantial contribution, although this source of assistance was mentioned by only 2 of every 5 newcomers. Mentors were also not readily available, but when they were mentioned newcomers felt they provided important socialization assistance. Social and recreational activities with people from work was mentioned by a majority of newcomers as available and of moderate assistance. The remaining potential aids such as business trips, committees at work, commuting, and a company newsletter were reported to have been infrequently available to newcomers, and of negligible acculturation assistance.

Table 1

Contribution of Socialization Aids to Acculturation

	$\bar{X}$	S.D.	% ^a
Peers	4.38	.68	84
Senior Coworkers	3.77	1.25	54
Superiors	3.69	1.34	78
Secretary	3.63	1.26	40
New Recruits	3.35	1.38	58
Onsite Sessions	3.26	1.42	26
Mentor	3.23	1.39	32
Social Activities	3.04	1.28	53
Business Trips	2.91	1.42	26
Offsite Sessions	2.69	1.55	48
Company Newsletter	2.35	1.35	36
Committees	2.08	1.12	12
Committing	1.87	1.25	16

^aPercentage of respondents indicating socialization aid was available.

Correlations were computed between each socialization aid and job satisfaction, commitment, and tenure intention. This analysis, reported in Table 2, identifies significant relationships between the contribution to acculturation of each aid and newcomers' responses to the job. It should be remembered that these outcome measures were obtained after 8-10 months on-the-job and in most cases were probably independent of the respondent's affective feelings about each socialization aid.

Insert Table 2 About Here

Job satisfaction was significantly correlated with senior coworkers, supervisor, offsite sessions, and business trips. Commitment was significantly correlated with six socialization aids: peers, senior coworkers, supervisor, onsite sessions, offsite sessions, and business trips. Tenure intention was correlated with peers, supervisor, offsite orientation sessions, and business trips.

Mentors were not significantly correlated with job satisfaction, commitment, or tenure intention. In addition, secretary, other new recruits, social activities, communicating, committees, and the company newsletter were not significantly correlated with any of the three measures of newcomers' reactions to the job. Interestingly, often negative correlations (although not statistically significant) were found when newcomers reported these particular socialization aids helpful in learning the ropes.

DISCUSSION

The study sought to determine: (1) what kinds of socialization aids (practices, experiences, people) were available to organizational newcomers,

Table 2
Correlations Between Socialization Aids, Job Satisfaction,
Commitment, and Tenure Intention

	Job Satisfaction	Commitment	Tenure Intention
	$\bar{X} = 3.11$ S.D. = 1.13 $\alpha = .88$	$\bar{X} = 4.93$ S.D. = 1.11 $\alpha = .84$	$\bar{X} = 2.50$ S.D. = 1.35 $\alpha = .91$
Peers	.10	.23*	.22*
Senior Coworkers	.37**	.48***	.19
Supervisor	.28**	.38***	.29**
Secretary	-.25	-.02	-.07
New Recruits	.07	.08	.01
Onsite Sessions	.05	.42***	.15
Mentor	.24	.11	.04
Social Activities	.22	.22	.22
Offsite Sessions	.54***	.42***	.40**
Business Trips	.51***	.44**	.48***
Commuting	.08	-.03	-.17
Committees	.02	-.23	-.15
Company Newsletter	-.10	.19	-.07

Note: N's vary for each socialization category.

*p < .05

**p < .01

***p < .001

(2) to what extent these various aids contributed in helping the newcomer become acculturated, and (3) how certain socialization aids were associated with subsequent newcomer work attitudes (i.e., job satisfaction, commitment and tenure intention). A number of interesting conceptual and pragmatic suggestions emerge from the findings of this study.

The level of contribution to acculturation of "daily interactions with peers while working" (Peers) was highest of all aids, the variance was lowest (indicating respondent consensus), it was available to more respondents than any other aid, and was significantly correlated with commitment and tenure intention. Such interactions contribute towards people staying even if their job may not be particularly satisfying.

This finding seems consistent with conceptual models of socialization which postulate the importance of "accommodation" and "sense-making" in which the newcomer learns what the organization is truly like (Louis, 1980a; Feldman, 1976). That this socialization aid should play so prominent a role is testimony to the impact of day-to-day events and interactions which affect individuals' feeling of comfort and competency. This aid may also tap newcomer's feelings of being accepted by their relevant reference group. This occurs, of course, as the newcomer learns and adopts the group's norms (Homans, 1960). Unfortunately, despite its importance, it is unclear to what extent organizations are consciously involving the "peers" of newcomers in their socialization efforts. Similar arguments might also be made in regards to "a buddy relationship with a more senior coworker" as an aid to effective socialization and positive newcomer attachments to the job and organization.

There has been considerable emphasis on the impact of the first supervisor on the new employee's job performance and overall adaptation to the organization (Berlew & Hall, 1966; Kotter, 1973). Consequently it is not too

surprising to find the supervisor to be a major contributor to acculturation. He/she is generally quite available and helpful. These factors contribute in turn to significant correlations between the supervisor's contribution and subsequent job satisfaction, commitment and tenure intention.

The importance of mentors or sponsors in an individual's career has also received considerable attention (Clawson, 1980); although the data provide minor or mixed support for such an assertion. For example, the availability of mentors was not particularly great, although when available their contribution was highly valued. The role played by the mentor in subsequent newcomer reactions to the job/organization was negligible. It is possible that the impact of having a mentor takes more time to show either attitudinal or behavioral (e.g., promotion) consequences. It is more likely that mentors may wait until the newcomer has had sufficient time to demonstrate his or her savvy (for instance, by learning the ropes on their own) before initiating or responding to sponsorship or protege relationship interactions.

Generally the most formal and planned socialization aids used by organizations are the various onsite orientation sessions and offsite residential training sessions. The impact of these efforts are somewhat ambiguous. Relatively few (26%) participated in formal onsite sessions, although this is probably due to the white-collar or professional nature of their positions. Consider the fact that almost 50 percent participated in residential offsite orientation sessions. Participation in offsite sessions was clearly associated with positive newcomer reactions even if they also felt these sessions to contribute little to socialization per se. Possibly, however, this effect on attitudes is due to the symbolic and ceremonial nature of these events. Selection may signal that this participant has been noticed, "cut the mustard", "paid his (her) dues", and is "on the team" (Rosenthal &

Mezoff, 1980). Many of these same messages may be transmitted in onsite sessions (Gomersall & Myers, 1966) as it seems that for some newcomers commitment was associated with this socialization aid. It should be noted that there is considerable variance among respondents, however, in regards to the helpfulness of offsite and onsite sessions. It is no doubt important to know more about the content and process of these aids before making more specific organizational recommendations.

Overall, the findings underscore the critical importance of people (versus activities) in helping newcomers become acculturated. Having other people to watch, listen to and talk with on the job appears to be most helpful in aiding new employees as they learn the ropes. In particular it seems that insiders are more helpful than outsiders in this process. It also seems that socialization aids which are more informal and arise in response to newcomers' concerns may be more useful than those which occur in advance or in anticipation of newcomers concerns. These findings lend tentative support to hypothesis proposed by Louis (1980a) that effective socialization (sense-making) practices involve primarily insiders and in-response experiences. Accordingly how organizations and individuals can encourage and support functional interactions between newcomers and significant insiders (e.g., peers, senior coworkers) and facilitate less formal and standardized experiences is a key area for future study.

REFERENCES

- Berlew, D. E., & Hall, D. The socialization of managers: Effects of expectations on performance. Administration Science Quarterly, 1966, 11, 207-223.
- Clawson, J. G. Mentoring in managerial careers. In C. Brooklyn Derr (Ed.) Work, Family and the Career. NY.: Praeger, 1980.
- Feldman, D. C., A practical program for employee socialization. Organizational Dynamics, 1976, 5, 64-80.
- Gommersall, E. R., & Myers, M. S. Breakthrough in on-the-job training. Harvard Business Review, 1966, 44 (4), 62-72.
- Homans, G. The Human Group. NY: Harcourt, Brace, 1960.
- Kotter, J. P. The psychological contract: Managing the joining-up process. California Management Review, 1973, 15, 91-99.
- Louis, M. R. Surprise and sense making: What newcomers experience in entering unfamiliar organizational settings. Administrative Science Quarterly, 1980a, 25, 226-251.
- Louis, M. R. Learning the ropes: What helps new employees become acculturated? Paper presented at the Academy of Management meetings (Detroit), 1980b.
- O'Reilly, C., & Caldwell, D. F. Job choice: The impact of intrinsic and extrinsic factors on subsequent satisfaction and commitment. Journal of Applied Psychology, 1980, 65, 559-565.
- Porter, L., Steers, R., Mowday, R., & Boulian, P. Organizational commitment, job satisfaction, and turnover among psychiatric technicians. Journal of Applied Psychology, 1974, 59, 603-609.
- Rosenthal, S. M. & Mezoff, R. How to improve the cost-benefit ratio of

management training and development. Training and Development Journal, 1980, 34.

Schein, E. H. Organizational socialization and the profession of management. Industrial Management Review, 1968.

Schein, E. H. Occupational socialization in the professions: The case of the role innovator. Journal of Psychiatric Research, 1971, 8, 521-530.

Van Maanen, J. People processing strategies for organizational socialization. Organizational Dynamics, 1978, 7, 8-36.

Van Maanen, J. & Schein, E. H. Toward a theory of organizational socialization. In Barry M. Staw (Ed.), Research in Organizational Behavior, 1979, 1, 209-264.

ENCLOSURES:

JTIC FORM 50 (1 set)
JD FORM 1473 (2 copies)
WITH TECHNICAL REPORTS)

A07025
DEFENSE TECHNICAL INFORMATION CT
ATTN: DTIC JDA-2
SELECTION & PRELIMINARY
CATALOGUING SECTION
CAMERON STATION
ALEXANDRIA, VA 22314

A00055
DEFENSE TECHNICAL INFORMATION CT
ATTN: DTIC JDA-2
SELECTION & PRELIMINARY
CATALOGUING SECTION
CAMERON STATION
ALEXANDRIA, VA 22314

A00043

DEFENSE TECHNICAL INFORMATION CT
ATTN: DTIC JDA-2
SELECTION & PRELIMINARY
CATALOGUING SECTION
CAMERON STATION
ALEXANDRIA, VA 22314

A00055
DEFENSE TECHNICAL INFORMATION CT
ATTN: DTIC JDA-2
SELECTION & PRELIMINARY
CATALOGUING SECTION
CAMERON STATION
ALEXANDRIA, VA 22314

A00055
DEFENSE TECHNICAL INFORMATION CT
ATTN: DTIC JDA-2
SELECTION & PRELIMINARY
CATALOGUING SECTION
CAMERON STATION
ALEXANDRIA, VA 22314

A00073

DEFENSE TECHNICAL INFORMATION CT
ATTN: DTIC JDA-2
SELECTION & PRELIMINARY
CATALOGUING SECTION
CAMERON STATION
ALEXANDRIA, VA 22314

A00080
DEFENSE TECHNICAL INFORMATION CT
ATTN: DTIC JDA-2
SELECTION & PRELIMINARY
CATALOGUING SECTION
CAMERON STATION
ALEXANDRIA, VA 22314

A 00085
DEFENSE TECHNICAL INFORMATION CT
ATTN: DTIC JDA-2
SELECTION & PRELIMINARY
CATALOGUING SECTION
CAMERON STATION
ALEXANDRIA, VA 22314

A00098

DEFENSE TECHNICAL INFORMATION CT
ATTN: DTIC JDA-2
SELECTION & PRELIMINARY
CATALOGUING SECTION
CAMERON STATION
ALEXANDRIA, VA 22314

A00095
DEFENSE TECHNICAL INFORMATION CT
ATTN: DTIC JDA-2
SELECTION & PRELIMINARY
CATALOGUING SECTION
CAMERON STATION
ALEXANDRIA, VA 22314

A00096
DEFENSE TECHNICAL INFORMATION CT
ATTN: DTIC JDA-2
SELECTION & PRELIMINARY
CATALOGUING SECTION
CAMERON STATION
ALEXANDRIA, VA 22314

A00107

DEFENSE TECH. INFORMATION CTR.
ATTN: DTIC JDA-2
SELECTION & PRELIMINARY
CATALOGUING SECTION
CAMERON STATION
ALEXANDRIA, VA 22314

A00200
LIBRARY OF CONGRESS
SCIENCE & TECHNOLOGY DIV.
WASHINGTON, DC 20540

A00300
OFFICE OF NAVAL RESEARCH
CODE 4420E
870 NORTH QUINCY STREET
ARLINGTON, VA 22217

A00325

OFFICE OF NAVAL RESEARCH
CODE 442.E
905 NORTH QUINCY STREET
ARLINGTON, VA 22217

A00350
OFFICE OF NAVAL RESEARCH
CODE 442.E
800 NORTH QUINCY STREET
ARLINGTON, VA 22217

A00400
NAVAL RESEARCH LABORATORY
CODE 2627
WASHINGTON, DC 20375

A00410

NAVAL RESEARCH LABORATORY
CODE 2627
WASHINGTON, DC 20375

A00420
NAVAL RESEARCH LABORATORY
CODE 2627
WASHINGTON, DC 20375

A00430
NAVAL RESEARCH LABORATORY
CODE 2627
WASHINGTON, DC 20375

400400
NAVAL RESEARCH LABORATORY
CODE 2827
WASHINGTON, DC 20375

A17450
NAVAL RESEARCH LABORATORY
CODE 2627
WASHINGTON, DC 20375

060200
PSYCHOLOGIST
JNR WESTERN REGIONAL OFFICE
1030 EAST GREEN STREET
PASADENA, CA 91106

300300
DR. JAMES LESTER
OFFICE OF NAVAL RESEARCH
DETACHMENT BOSTON
495 SUMNER STREET
BOSTON, MA 02210

000200
DIRECTOR
CIVILIAN PERSONNEL DIV. (OP-14)
DEPT. OF THE NAVY
1503 ARLINGTON ANNEX
WASHINGTON, DC 20356

000300
DEPUTY CHIEF OF NAVAL OPFRS.
DIRECTOR, HUMAN RESOURCE MGMT.
PLANS & POLICY BRANCH (OP-150)
DEPT. OF THE NAVY
WASHINGTON, DC 20350

000600
CHIEF OF NAVAL OPERATIONS
ASST. PERSONNEL LOGISTICS
PLANNING (OP-907H)
THE PENTAGON, 50772
WASHINGTON, DC 20350

000100
PROGRAM ADMINISTRATOR FOR
MANPOWER, PERSONNEL & TRNG.
NAVJAT 0722 (A. RUBENSTEIN)
800 NORTH QUINCY STREET
ARLINGTON, VA 22217

000300
NAVAL MATERIAL COMMAND
NAVJAT-03 (F. GALE)
CASA (SNL)
CRYSTAL PLAZA #5
ROOM 236
WASHINGTON, DC 20360

000400
NAVAL MATERIAL COMMAND
NAVJAT-03 (F. GALE)
CASA (SNL)
CRYSTAL PLAZA #5
ROOM 236
WASHINGTON, DC 20360

000600
COMMANDING OFFICER
NAVAL PERSONNEL R&D CENTER
SAN DIEGO, CA 92152

000610
COMMANDING OFFICER
NAVAL PERSONNEL R&D CENTER
SAN DIEGO, CA 92152

000675
DR. ROBERT PENN
CODE 337
NAVAL PERSONNEL R&D CENTER
SAN DIEGO, CA 92152

000680
DR. ED AIKEN
CODE 307
NAVAL PERSONNEL R&D CENTER
SAN DIEGO, CA 92152

A10500
OFFICE OF NAVAL RESEARCH
DIRECTOR, TECHNOLOGY PROG8.
CODE 279
900 NORTH QUINCY STREET
ARLINGTON, VA 22217

000100
DEPUTY CHIEF OF NAVAL OPERATIONS
HEAD, RESEARCH, DEVEL. &
STUDIES BRANCH (OP-115)
1912 ARLINGTON ANNEX
WASHINGTON, DC 20350

000500
CHIEF OF NAVAL OPERATIONS
HEAD, MANPOWER, PERSONNEL
TRAINING & RESERVES TEAM
(OP-9643)
THE PENTAGON, 44478
WASHINGTON, DC 20350

000200
NAVAL MATERIAL COMMAND
MANAGEMENT TRAINING CENTER
NAVJAT 09432
JEFFERSON PLAZA, BLOC 2, RM. 150
1421 JEFFERSON DAVIS HIGHWAY
ARLINGTON, VA 22360

000500
NAVAL MATERIAL COMMAND
VAT-03 (J.E. COLVARD)
CRYSTAL PLAZA #5
ROOM 236
WASHINGTON, DC 20360

000620
COMMANDING OFFICER
NAVAL PERSONNEL R&D CENTER
SAN DIEGO, CA 92152

000700
NAVAL PERSONNEL R&D CENTER
WASHINGTON LIAISON OFFICE
BUILDING 200, 2V
WASHINGTON NAVY YARD
WASHINGTON, DC 20374

LB0100
COMMANDING OFFICER
NAVAL HEALTH RESEARCH CENTER
SAN DIEGO, CA 92192

EM0201
CJ4. WILLIAM S. MAYNARD
PSYCHOLOGY DEPT.
NAVAL REGIONAL MEDICAL CENTER
SAN DIEGO, CA 92134

LB0003
DIRECTOR, MEDICAL SERVICE CORPS
BUREAU OF MEDICINE & SURGERY
CODE 23
DEPT. OF THE NAVY
WASHINGTON, DC 20372

ED0500
NAVAL AEROSPACE MEDICAL
RESEARCH LAB
NAVAL AIR STATION
PENSACOLA, FL 32508

ED0733
NAVY MEDICAL RED COMMAND
ATTN: CODE 44
NATIONAL NAVAL MEDICAL CENTER
BETHESDA, MD 20814

FA0100
NAVAL POSTGRADUATE SCHOOL
(CODE 012)
ATTN: DR. RICHARD S. ELSTER
DEPT. OF ADM. SCIENCES
MONTEREY, CA 93943

FO0300
SUPERINTENDENT
NAVAL POSTGRADUATE SCHOOL
CODE 1024
MONTEREY, CA 93940

FO0500
NAVAL POSTGRADUATE SCHOOL
ATTN: DR. RICHARD A. MCCONICAL
CODE 54
MONTEREY, CA 93940

FO0700
PROF. CARSON K. EDYARD
NAVAL POSTGRADUATE SCHOOL
CODE 5066
DEPT. OF ADMIN. SCIENCES
MONTEREY, CA 93940

FO0200
OFFICER IN CHARGE
HUMAN RESOURCE MGMT. DETACHMENT
NAVAL SUBMARINE BASE
NEW LONDON
P. O. BOX 81
GROTON, CT 06340

GC0500
COMMANDER IN CHIEF
HUMAN RESOURCE MGMT. DIV.
J. S. PACIFIC FLEET
PEARL HARBOR, HI 96869

ED0300
NAVAL SUBMARINE MEDICAL
RESEARCH LABORATORY
NAVAL SUBMARINE BASE
NEW LONDON, BOX 900
GROTON, CT 06340

E'0600
PROGRAM MANAGER FOR HUMAN
PERFORMANCE (CODE 44)
NAVAL MEDICAL RED COMMAND
NATIONAL NAVAL MEDICAL CENTER
BETHESDA, MD 20814

FA0201
NAVAL POSTGRADUATE SCHOOL
ATTN: PROF. JOHN SEVGER
OPERATIONS RESEARCH &
ADMINISTRATIVE SCIENCE
MONTEREY, CA 93940

FO0600
U.S. NAVAL ACADEMY
ATTN: CDR. J. W. MCBRATH
DEPT. OF LEADERSHIP & LAW
ANAPOLIS, MD 21402

GO0100
OFFICE IN CHARGE
HUMAN RESOURCE MANAGEMENT
DETACHMENT
NAVAL AIR STATION
ALAMEDA, CA 94531

GO0400
COMMANDING OFFICER
HUMAN RESOURCE MGMT. CENTER
PEARL HARBOR, HI 96860

GO0700
COMMANDING OFFICER
HUMAN RESOURCE MGMT. SCHOOL
NAVAL AIR STATION MEMPHIS
WILLINGTON, TN 38054

662803

HUMAN RESOURCE MGMT. SCHOOL
NAVAL AIR STATION MEMPHIS (96)
WILLINGTON, TN 38094

506900

COMMANDING OFFICER
HUMAN RESOURCE MGMT. CENTER
1900 WILSON BLVD.
ARLINGTON, VA 22209

501001

COMMANDING OFFICER
HUMAN RESOURCE MGMT. CTR.
5621-23 TIDEWATER DRIVE
WORFOLK, VA 23511

601103

COMMANDER IN CHIEF
HUMAN RESOURCE MGMT. DIV.
J. S. ATLANTIC FLEET
WORFOLK, VA 23511

601200

OFFICER IN CHARGE
HUMAN RESOURCE MGMT. DETACHMENT
NAVAL AIR STATION WHIDSEY ISLAND
OAK HARBOR, WA 98278

601300

COMMANDING OFFICER
HUMAN RESOURCE MGMT. CTR.
BOX 23
FPO NEW YORK, NY 09510

601403

COMMANDER IN CHIEF
HUMAN RESOURCE MANAGEMENT DIV.
J.S. NAVAL FORCE EUROPE
FPO NEW YORK, NY 09510

601500

OFFICER IN CHARGE
HUMAN RESOURCE MGMT. DETACHMENT
BOX 6
FPO SAN FRANCISCO, CA 95691

601600

OFFICER IN CHARGE
HUMAN RESOURCE MGMT. DETACHMENT
COMNAVFORJAPAN
FPO SEATTLE, WA 98752

600100

NAVAL MILITARY PERSONNEL COMM.
ARM DEPARTMENT (NMPC-6)
WASHINGTON, DC 20350

400125

NAVAL MILITARY PERSONNEL
ARM DEPARTMENT (NMPC-6)
WASHINGTON, DC 20350

600200

NAVAL TRAINING ANALYSIS &
EVALUATION GROUP
ORLANDO, FL 32813

600300

COMMANDING OFFICER
ATTN: TIC, BLDG. 2068
NAVAL TRAINING EQUIPMENT CTR.
ORLANDO, FL 32813

400400

CHIEF OF NAVAL EDUCATION
& TRAINING (N-5)
DIRECTOR, RESEARCH DEVEL.
TEST & EVALUATION
NAVAL AIR STATION
PENSACOLA, FL 32508

600500

CHIEF OF NAVAL TECHNICAL TRAINING
ATTN: O3, NORMAN KERR, CODE 017
NAS MEMPHIS (75)
WILLINGTON, TN 38054

600600

NAVY RECRUITING COMMAND
HEAD, RES. & ANALYSIS BR.
CODE 434, ROOM 8J1
911 NORTH RANDOLPH STREET
ARLINGTON, VA 22203

400700

COMMANDING OFFICER
USS CARL VINSON (CVN-70)
NEWPORT NEWS SHIPBUILDING &
DRYDOCK COMPANY
NEWPORT NEWS, VA 23607

600800

NAVAL WEAPONS CENTER
CODE 094
(C. ERICKSON)
CHINA LAKE, CA 93555

600903

JESSE ORLANDSKY
INSTITUTE FOR DEFENSE
ANALYSIS
1801 NORTH BEAUFORD ST.
ALEXANDRIA, VA 22311

601000

NAVY HEALTH RESEARCH CENTER
TECHNICAL DIRECTOR
P.O. BOX 95122
SAN DIEGO, CA 92138

100100

HEADQUARTERS, U.S. MARINE CORPS
CODE MPI-20
WASHINGTON, DC 20380

100200
HEADQUARTERS, U.S. MARINE CORPS
ATTN: DR. A. L. SLAPROSKY
CODE M-1
WASHINGTON, DC 20380

100300
EDUCATION ADVISOR
EDUCATION CENTER (E031)
MCDEC
QUANTICO, VA 22134

100400
COMMANDING OFFICER
EDUCATION CENTER (E031)
MCJEC
QUANTICO, VA 22134

100500
COMMANDING OFFICER
J.S. MARINE CORPS
COMMAND & STAFF COLLEGE
QUANTICO, VA 22134

J00100
DEFENSE ADVANCED RESEARCH
PROJECTS AGENCY
DIRECTOR, CYBERNETICS
TECHNOLOGY OFFICE
1400 WILSON BLVD., RM. 625
ARLINGTON, VA 22209

J00120
DEFENSE ADVANCED RESEARCH
PROJECTS AGENCY
DIRECTOR, CYBERNETICS
TECHNOLOGY OFFICE
1400 WILSON BLVD., RM. 625
ARLINGTON, VA 22209

J00130
DEFENSE ADVANCED RESEARCH
PROJECTS AGENCY
DIRECTOR, CYBERNETICS
TECHNOLOGY OFFICE
1400 WILSON BLVD., RM. 625
ARLINGTON, VA 22209

J00200
DR. MICHAEL A. DANIELS
INTERNATIONAL PUBLIC POLICY
RESEARCH CORP.
6905 ELM STREET, SUITE 212
MCLEAN, VA 22101

J00300
DR. A. F. K. ORGANSKI
CENTER FOR POLITICAL STUDIES
INSTITUTE FOR SOCIAL RESEARCH
UNIV. OF MICHIGAN
ANN ARBOR, MI 49106

AD0100
DR. DOUGLAS HUNTER
DEFENSE INTELLIGENCE SCHOOL
WASHINGTON, DC 20374

AD0200
DR. BRIAN USILAVER
GAD
WASHINGTON, DC 20508

K00300
NATIONAL INSTITUTE OF EDUC.
ATTN: DR. FRITZ MULHAUSER
EOLC-SMD
1200 19TH STREET, N.W.
WASHINGTON, DC 20208

K00400
NATIONAL INSTITUTE OF
MENTAL HEALTH
DIVISION OF EXTRAMURAL
RESEARCH PROGRAMS
3600 FISHERS LANE
ROCKVILLE, MD 20852

K00500
NATIONAL INSTITUTE OF
MENTAL HEALTH
PRIORITY GROUP MENTAL
HEALTH PROGRAMS
ROOM 7-112
3600 FISHERS LANE
ROCKVILLE, MD 20852

K00600
OFFICE OF PERSONNEL MGMT.
OFFICE OF PLANNING &
EVALUATION
RESEARCH MGMT. DIV.
1900 E STREET, N.W.
WASHINGTON, DC 20015

K00700
OFFICE OF PERSONNEL MANAGEMENT
ATTN: MS. CAROLYN BURSTEIN
1900 E STREET, N.W.
WASHINGTON, DC 20015

K00800
CHIEF, PSYCHOLOGICAL RES. BR.
ATTN: MR. RICHARD LANERMAN
U.S. COAST GUARD
16-P-1/2/TP42)
WASHINGTON, DC 20593

K00950
DR. EARL POTTER
J.S. COAST GUARD ACADEMY
NEW LONDON, CT 06320

K01000
SOCIAL & DEVELOPMENTAL
PSYCHOLOGY PROGRAM
NATIONAL SCIENCE FOUN.
WASHINGTON, DC 20550

L00100
HEADQUARTERS, FORSCOM
ATTN: AFPI-HR
FORT MCPHERSON, GA 31330

L00200
ARMY RESEARCH INSTITUTE
FIELD UNIT - LEAVENWORTH
P. O. BOX 3122
FORT LEAVENWORTH, KS 66027

100300

TECHNICAL DIRECTOR
ARMY RESEARCH INSTITUTE
3001 EISENHOWER AVENUE
ALEXANDRIA, VA 22333

100300

DIRECTOR
SYSTEMS RESEARCH LABORATORY
3001 EISENHOWER AVENUE
ALEXANDRIA, VA 22333

100300

DIRECTOR
ARMY RESEARCH INSTITUTE
TRAINING RESEARCH LABORATORY
3001 EISENHOWER AVENUE
ALEXANDRIA, VA 22333

100500

DR. T. D. JACOBS
CODE PERI-IM
ARMY RESEARCH INSTITUTE
3001 EISENHOWER AVENUE
ALEXANDRIA, VA 22333

100700

COL. HOWARD PRINCE
HEAD, DEPARTMENT OF BEHAVIOR
SCIENCE AND LEADERSHIP
U.S. MILITARY ACADEMY, NY 10996

100100

AIR UNIVERSITY LIBRARY
LSE 75-443
MAXWELL AFB, AL 36112

100200

COL. JOHN W. WILLIAMS, JR.
HEAD, DEPT. OF BEHAVIORAL
SCIENCE & LEADERSHIP
U.S. AIR FORCE ACADEMY, CO 80840

100300

MAJ. ROBERT GREGORY
USAF/DFBL
U.S. AIR FORCE ACADEMY, CO
80840

100400

DR. FREGLY
AFDSR/NL
BUILDING 410
BOLLING AFB
WASHINGTON, DC 20332

100500

DEPT. OF THE AIR FORCE
MAJ. ROSSART
40USAF/MPXHL
THE PENTAGON
WASHINGTON, DC 20330

100600

TECHNICAL DIRECTOR
AFHSL/MOIT
BROOKS AFB
SAN ANTONIO, TX 78235

100700

AFMPC/MPCPYR
RAVDOLPH AFB, TX 78150

100100

AUSTRALIAN EMBASSY
OFFICE OF THE AIR ATTACHE (S3B)
1601 MASSACHUSETTS AVE., N.W.
WASHINGTON, DC 20036

100200

BRITISH EMBASSY
SCIENTIFIC INFORMATION OFFICER
ROOM 519
3100 MASSACHUSETTS AVE., N.W.
WASHINGTON, DC 20008

100300

CANADIAN DEFENSE LIAISON STAFF
WASHINGTON
ATTN: C330
2450 MASSACHUSETTS AVE., N.W.
WASHINGTON, DC 20008

100350

LT. GERALD R. STOFFER, USN
NAVAL AEROSPACE MEDICAL INST.
CODE 11
NAVAL AIR STATION
PENSACOLA, FL 32508

100400

COMMANDANT, ROYAL MILITARY
COLLEGE OF CANADA
ATTN: DEPT. OF MILITARY
LEADERSHIP & MGMT.
KINGSTON, ONTARIO
CANADA K7L 2K3

100500

NATIONAL DEFENCE HEADQUARTERS
ATTN: D348
OTTAWA, ONTARIO
CANADA K1A 0K2

100500

DR. LUIGI PETRUCCIO
2431 NORTH EDGEWOOD STREET
ARLINGTON, VA 22207

100700

DR. CLAYTON P. ALDENFER
YALE UNIVERSITY
SCHOOL OF ORGANIZATION
AND MANAGEMENT
NEW HAVEN, CT 06520

070100

DR. RICHARD D. ARVEY
UNIVERSITY OF HOUSTON
DEPT. OF PSYCHOLOGY
HOUSTON, TX 77004

000120
DR. F. CRAIG JOHNSON
DEPT. OF EDUCATIONAL RESEARCH
FLORIDA STATE UNIVERSITY
TALLAHASSEE, FL 32306

000510
DR. RICHARD DAFT
TEXAS A&M UNIVERSITY
DEPARTMENT OF MANAGEMENT
COLLEGE STATION, TX 77843

000700
DR. ARTHUR GERSTENFELD
UNIVERSITY FACULTY ASSOC.
710 COMMONWEALTH AVE.
VENTON, MA 02159

000910
DR. JERRY HUNT
COLLEGE OF BUS. ADM.
TEXAS TECH. UNIV. (BOX 4320)
LUBBOCK, TX 79409

001100
DR. ALLAN P. JONES
NAVAL HEALTH RESEARCH CENTER
UNIVERSITY OF HOUSTON
6800 CALHOUN
HOUSTON, TX 77004

001200
DR. FRANK J. LANDY
THE PENNSYLVANIA STATE UNIV.
DEPT. OF PSYCHOLOGY
317 BRJCL V. MOORE BLDG.
UNIVERSITY PARK, PA 16802

001500
DR. EDWIN A. LOCKE
COLLEGE OF BUSINESS & MGMT.
UNIV. OF MARYLAND
COLLEGE PARK, MD 20742

000400
DR. STUART W. COOK
INSTITUTE OF BEHAVIORAL
SCIENCE '86
UNIV. OF COLORADO
BOX 442
BOULDER, CO 80309

000520
DR. BUENO DE MESQUITA
UNIVERSITY OF ROCHESTER
DEPARTMENT OF POLITICAL SCIENCE
ROCHESTER, NY 14627

000800
DR. PAUL S. GOODMAN
GRAD. SCHOOL OF INDUSTRIAL
ADMINISTRATION
CARNEGIE-MELLON UNIV.
PITTSBURGH, PA 15213

000900
DR. PICHARD ILGEN
DEPT. OF PSYCHOLOGICAL
SCIENCES
PUNDUKE UNIVERSITY
WEST LAFAYETTE, IN 47907

001120
DR. SARA GIESLER
CARNEGIE MELLON UNIVERSITY
DEPT. OF SOCIAL SCIENCE
PITTSBURGH, PA 15213

001300
DR. GIBB LATANE
UNIV. OF NORTH CAROLINA AT
CHAPEL HILL
MANVING HALL 026A
CHAPEL HILL, NC 27514

001600
DR. FRED LUTHANS
REGENTS PROF. OF MANAGEMENT
UNIV. OF NEBRASKA, LINCOLN
LINCOLN, NE 68598

000500
DR. L. L. CUMINGS
KELLOGG GRAD. SCHOOL OF MGMT.
NORTHWESTERN UNIV.
NATHANIEL LEVERONE HALL
EVANSTON, IL 60201

000600
DR. HENRY EMBRIAN
THE JOHNS HOPKINS UNIV.
SCHOOL OF MEDICINE
DEPT. OF PSYCHIATRY &
BEHAVIORAL SCIENCE
BALTIMORE, MD 21205

000900
DR. J. RICHARD JACKMAN
SCHOOL OF ORGANIZATION
AND MANAGEMENT
YALE UNIVERSITY
BOX 1A
NEW HAVEN, CT 05520

001000
DR. LAWRENCE R. JAMES
SCHOOL OF PSYCHOLOGY
GEORGIA INSTITUTE OF
TECHNOLOGY
ATLANTA, GA 30332

001130
DR. DAN LANDIS
DEPARTMENT OF PSYCHOLOGY
PURDUE UNIVERSITY
INDIANAPOLIS, IN 46205

001400
DR. EDWARD E. LAULER
UNIV. OF SOUTHERN CALIFORNIA
GRADUATE SCHOOL OF BUSINESS
ADMINISTRATION
LOS ANGELES, CA 90007

001700
DR. R. R. MACKIE
HUMAN FACTORS RESEARCH
CANYON RESEARCH GROUP
5775 DAWSON STREET
COLETA, CA 95117

001800

DR. WILLIAM M. MOHLEY
COLLEGE OF BUSINESS ADMIN.
TEXAS A&M UNIVERSITY
COLLEGE STATION, TX 77843

001850

DR. LYNN JOPLINHEIM
HARTON APPLIED RESEARCH CTR.
UNIVERSITY OF PENNSYLVANIA
PHILADELPHIA, PA 19104

002000

DR. WILLIAM G. OUCHI
UNIV. OF CALIFORNIA, LOS ANGELES
GRAD. SCHOOL OF MANAGEMENT
LOS ANGELES, CA 90024

002200

DR. BENJAMIN SCHNEIDER
DEPT. OF PSYCHOLOGY
UNIVERSITY OF MARYLAND
COLLEGE PARK, MD 20742

002500

DR. RICHARD M. STEERS
GRAD. SCHOOL OF MANAGEMENT
UNIV. OF OREGON
EUGENE, OR 97403

002900

DR. MARRY C. TRIANDIS
DEPT. OF PSYCHOLOGY
UNIV. OF ILLINOIS
CHAMPAIGN, IL 61820

003200

DR. ROBERT HAYLES
DEPT. OF THE NAVY
OFFICE OF NAVAL RESEARCH
ORGANIZATIONAL EFFECTIVENESS
RESEARCH PROGRAMS
ARLINGTON, VA 22217

003400

OFFICE OF NAVAL RESEARCH
E/C REGIONAL OFFICE
BUILDING 114, SECTION D
206 SUMMIT STREET
BOSTON, MA 02219

002650

DR. CHARLES PERROW
YALE UNIVERSITY
I.S.F.S.
111 PROSPECT AVENUE
NEW HAVEN, CT 06520

002300

DR. NED SEELEY
INTERNATIONAL RESOURCE
DEVELOPMENT, INC.
P.O. BOX 721
LA GRANGE, IL 60525

002700

DR. SIEGFRIED STREUFERT
THE PENNSYLVANIA STATE UNIV.
DEPT. OF BEHAVIORAL SCIENCE
MILTON S. HERSHEY MEDICAL CENTER
HERSHEY, PA 17033

003100

DR. HOWARD M. WEISS
PURDUE UNIVERSITY
DEPT. OF PSYCHOLOGICAL SCIENCES
WEST LAFAYETTE, IN 47907

003250

DR. ROBERT HAYLES
DEPARTMENT OF THE NAVY
OFFICE OF NAVAL RESEARCH
ORGANIZATIONAL EFFECTIVENESS
RESEARCH PROGRAMS
ARLINGTON, VA 22217

003500

MAJ. R. HARRIS
COMMANDANT
HEADQUARTERS, MARINE CORPS
MPI-20, ROOM 4025
WASHINGTON, DC 20380

001900

DR. THOMAS M. JOSTROM
THE OHIO STATE UNIV.
DEPT. OF PSYCHOLOGY
115E STADIUM
400C WEST 17TH AVENUE
COLUMBUS, OH 43210

002100

DR. IRWIN G. SARASON
UNIV. OF WASHINGTON
DEPT. OF PSYCHOLOGY, MI-25
SEATTLE, WA 98195

002400

DR. M. JALLACE SIVAKO
PROGRAM DIRECTOR, MANPOWER
RESEARCH AND ADVISORY SERVICES
SMITHSONIAN INSTITUTION
801 N. PITT ST., SUITE 120
ALEXANDRIA, VA 22314

002800

DR. JAMES R. TERBORGH
UNIV. OF OREGON, WEST CAMPUS
DEPT. OF MANAGEMENT
EUGENE, OR 97403

003100

DR. PHILIP G. ZIMBARDO
STANFORD UNIVERSITY
DEPT. OF PSYCHOLOGY
STANFORD, CA 94305

003300

MR. DENNIS J. REYNOLDS
ADMINISTRATIVE CONTRACT OFFICER
OFFICE OF NAVAL RESEARCH
MIT
ROOM E19-628
CAMBRIDGE, MA 02139

003600

MAJ. R. HARRIS
COMMANDANT
HEADQUARTERS, MARINE CORPS
MPI-20, ROOM 4025
WASHINGTON, DC 20380

003760

-APT. 4. T. EYLER
 DEPT. OF THE NAVY
 ARLINGTON ANNEX
 DP-15, ROOM 8B01
 -CLUNBIA PIKE
 ARLINGTON, VA 20370

400203

JOYVA GREEN
OFFICE OF NAVAL RESEARCH
ORGANIZATIONAL EFFECTIVENESS GR.
(CODE 992)
APLINGTON, VA 22217

02103

LIBRARY
NAVY PERSONNEL RLD CTR.
DEPARTMENT OF THE NAVY
SAN DIEGO, CA 92152

[illegible]

ප්‍රකාශන

CAPT. A. T. EYLER
DEPT. OF THE NAVY
ARLINGTON ANNEX
UP-15, ROOM 6801
COLUMBIA PIKE
ARLINGTON, VA 22370

3924:07

ROBERT F. MORRISON, PhD
PERSONNEL RESEARCH PSYCHOLOGIST
DEPARTMENT OF THE NAVY
PERSONNEL RESEARCH & DEVELOPMENT
CENTER
SAN DIEGO, CA 02152

Services

DR. ARTHUR BLAIVES
HUMAN FACTORS LABORATORY
CODE N-71
NAVAL TRAINING EQUIP. CTR.
ORLANDO, FL 32813

030159

OF-ICE OF NAVAL RESEARCH
RESIDENT REPRESENTATIVE.
41.Y. - E19-529
CAMBRIDGE, MA 02139

302050

CDR. HARDY L. MERRITT
NATIONAL DEFENSE UNIV.
MOBILIZATION CONCEPTS
DEVELOPMENT CENTER
WASHINGTON, DC 20319

