

The Flanagan Aptitude Classification Tests

JOHN C. FLANAGAN

THE FIRST published edition of the Flanagan Aptitude Classification Tests [3], generally referred to as the FACT Battery, was issued in 1953. The development of this battery was based on the procedures and techniques originally developed in the program of aircrew aptitude classification testing carried out in the United States Army Air Force during World War II [1]. The experience gained in giving a battery of approximately 20 tests to more than a half million persons and comparing their scores on these tests with performance in jobs having rather different requirements such as pilot, bombardier, and navigator, provided new insights into predicting success from aptitude test scores. The success of this program and the new types of test items developed and evaluated during this five year period suggested that a battery of aptitude classification tests more extensive than those available at that time would provide a valuable tool for counselors.

Accordingly in the fall and winter of 1946-1947 a battery of 27 tests was developed. This battery was administered to 1600 graduating seniors in ten Pittsburgh Public High Schools in the spring of 1947. In addition to studies of the intercorrelations of the various tests, two follow-up studies [10, 11] were conducted to determine the occupations entered by members of this group and their progress in these occupations. These results suggested a number of desirable modifications in the original test

battery. In the meantime, a number of fairly typical occupations were studied by means of the critical incident technique and other systematic procedures for analyzing the job elements essential for success in an occupation. On the basis of these studies a new list of 21 job elements was defined. It is believed that this set of job elements provides at least a first approximation to comprehensive and systematic coverage of the tasks which are important determiners of success and failure in the occupations most frequently entered by present day high school graduates. Each job element has been defined so as to be general in the sense that it is included in a number of occupations, but specific or relatively unique in the sense that it measures something different than the other job elements included in the list.

These definitions of job elements formed the basis for the test rationales from which the aptitude classification tests were developed [2]. It is believed that this explicit derivation of test content from job elements tends to permit a personnel officer in charge of selection to identify those aptitude tests essential for a task which he has analyzed in terms of its important components. These tentative identifications on his part are regarded as his initial hypotheses as to the essential job requirements. Such hypotheses need to be empirically verified. However, it is only by formulating such hypotheses and testing them that the test user can improve the accuracy of his judgments regarding the relevance of tests for making predictions of performance.

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Eighth of a series of articles on Multi-Factor Tests

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