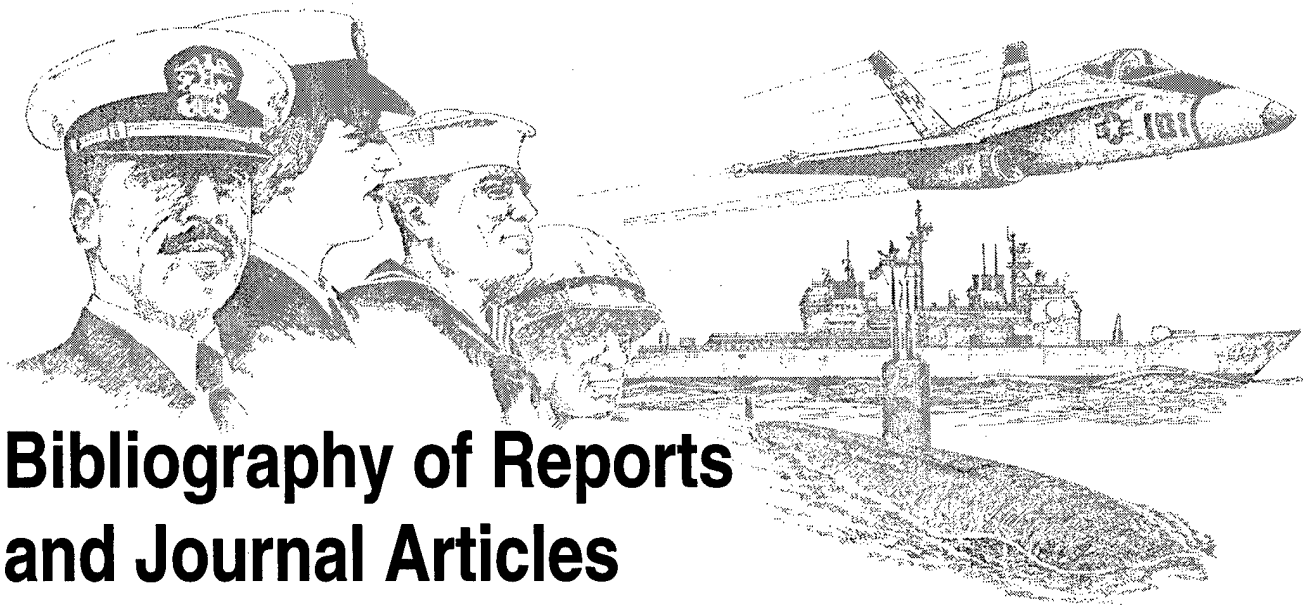


# Navy Personnel Research and Development Center

San Diego, California 92152-7250

AP-99-1

December 1998



## Bibliography of Reports and Journal Articles Approved for Public Release: FY98

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**December 1998**

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San Diego, CA 92152-7250**

# REPORT DOCUMENTATION PAGE

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## Foreword

The Navy Personnel Research and Development Center (NPRDC), a primarily applied research center, contributes to the performance and readiness of the Navy and Marine Corps. personnel and organizations. The Center develops better ways to attract and select the most qualified people for naval service, to assign them where they are most needed, to train each one effectively and efficiently, and to manage personnel resources optimally. By combining a deep understanding of operational requirements with first-rate scientific and technical abilities, the Center is unique in its ability to develop new, useful knowledge while refining technology to address people-related issues. This dual expertise permits the Center to develop a technology base for improving the use of human resources within Navy systems and to apply state-of-the-art technology to solve emerging problems.

The research and development (R&D) methods used by NPRDC are derived from behavioral, cognitive, economic, and social sciences as well as from applied mathematics, statistics, and computer science. The application of these methods results in tangible products of use to the Navy and Marine Corps. NPRDC constantly searches for technological opportunities to improve personnel readiness and to reduce manpower costs. The Center is accountable to the Chief of Naval Personnel, its sponsors, and its customers for high productivity, strict ethics, honesty, integrity, professionalism, and perspective.

NPRDC seeks to do as much of its work as possible in the operational settings where final products are to be used. This approach ensures that the needs of customers are met and that the customers themselves become familiar with the operational capabilities of the particular products.

This bibliography contains an abstract of each technical report, technical note, and administrative publication published and approved for public release in FY98.

A list of journal articles is also provided. Published reports are listed by appropriate subject categories for reference convenience. The scope of each category is defined below.

**Workforce Management** develops large-scale mathematical models and information systems to support effective planning and policy analysis, construct recruiting strategies, schedule training classes and reserve training seats for sailors, and make cost-effective and people-oriented job assignments. Most of the tools used by the Navy and Marine Corps to manage their personnel resources were developed by NPRDC.

**Personnel and Organizational Assessment** develops methods critical for selecting and classifying new recruits, measuring personnel and organizational performance, and assessing attitudes about personnel issues. The program focuses on innovative, computerized selection and vocational aptitude test development, surveys of officer and enlisted personnel attitudes, assessment of quality of life domains and programs, and the integration of women and minorities into the Naval Workforce.

**Classroom and Afloat Training** conducts a RDT&E program to employ existing and emerging technologies in the development and application of training systems to alleviate Navy training problems; increase the effectiveness of this training, while decreasing its costs; and improve the Navy and Marine Corps operational readiness. Other research efforts include developing and testing innovative methods to design, administer, and evaluate management and professional training. In addition, job aids are developed and tested to determine their effects on workload accomplishment. (Note: This mission area was transferred to Naval Air Warfare Center Training Systems Division effective 1 February 1998.)

**Center Support** includes formal reports on significant matters relating to the technical program, management, or administration of the Center and informational, orientation, and recruiting brochures.

Qualified users may request copies of publications from the Defense Technical Information Center (DTIC), 8725 John J. Kingman Road, Suite 0944, Ft. Belvoir, VA 22060-6218 (Telephone: Commercial [703] 767-8019 or Defense Switched Network 427-8032). General public may order from the National Technical Information Service (NTIS), Department of Commerce, 5285 Port Royal Road, Springfield, VA 22161 (Telephone: Commercial [703] 487-4650). When placing report orders, it is helpful to provide NTIS with the AD number.

W. M. KEENEY  
Commander, U.S. Navy  
Commanding Officer

MURRAY ROWE  
Technical Director

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FY98**

**Workforce Management**

**Technical Reports**

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**NPRDC-TR-98-4  
(AD-A350 206)  
July 1998**

**Jean MacMillian  
David J. Getty  
B. Charles Tatum  
Gary A. Ropp**

*A Technique for Assessing the Congruence Between  
Visual Metaphors and Mental Models*

This research project tested a method for measuring the congruence between mental models and visual metaphors. A hydraulic system was used as a visual metaphor for a Navy school-planning process. The hydraulic system was designed as a reasonable approximation of the users' mental model of the process. The congruence between the hydraulic metaphor and the users' presumed mental model was tested using a Metaphor Rating Sheet. The sheet contained different concepts of hydraulics and school planning as rows (e.g., tanks, pipes, school capacity, school inputs), and functional properties of hydraulic and school planning as columns (e.g., holding capacity, flow rate). Different analyses of the ratings showed that there was a close parallel between the different hydraulic and school-planning concepts and their functional properties. For example, a faucet (a component of a hydraulic system) and the concept of loss rates (a school planning concept) both share the functional property of "exit out of a system." The methods developed in this study can be used to measure the "fit" between a designers visual metaphor and the users mental model. However, the methods do not tell the designer whether the visual metaphor will facilitate use of the software.

# Workforce Management

## Technical Reports

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**NPRDC-TR-98-5**  
**(AD-A350 160)**  
**July 1998**

**Jean MacMillian**  
**Barbara Freeman**  
**B. Charles Tatum**  
**Gary A. Ropp**

### *Evaluation of a Software User Coach for Manpower Planning*

This research project explored the feasibility of improving user performance on manpower planning tasks by employing a "user coach." A user coach is a software aid, often built directly into software applications, that assists the user at critical stages. The user coach developed for this project closely resembles the "wizards" that are commonly used in commercial software today. The user coach was applied to a software tool known as SKIPPER, a manpower modeling tool that is employed by the Enlisted Community Managers (ECMs) at the Bureau of Navy Personnel (BUPERS). This report describes the user coach and documents a formal evaluation of its effectiveness. The evaluation compared the use and understanding of SKIPPER (1) with the coach, (2) with the coach and a visual metaphor (a hydraulic system representation of the enlisted personnel system), and (3) without the coach or the metaphor. All users (experienced and inexperienced) were able to complete their manpower plans significantly faster using the coach than using SKIPPER unaided. Neither performance on the manpower planning task, nor the user's understanding of the task, was influenced by providing a visual picture of the process. It appears that users found the procedural "what to do" aids useful, but aids designed to help the user understand the purpose and dynamics "why do it" of the task were not effective.

# Personnel and Organizational Assessment

## Technical Report

**NPRDC-TR-98-3  
(AD-A347 255)  
June 1998**

**B. Charles Tatum  
Gerald J. Laabs  
Delbert M. Nebeker**

### *A Performance-Based Approach to Human Readiness*

Efforts to accurately assess and report naval readiness have been ongoing for over 40 years. Despite some technical improvements over the years, the Navy's system for assessing the readiness of its forces has not progressed much beyond taking static snapshots of current levels of resources in the areas of personnel, material, logistics, and training. Recently, readiness assessment has come under the microscopes of several agencies (e.g., GAO, CBO), and the reports have not been complimentary. The major problems with measuring and reporting readiness today are inaccuracy, lack of comprehensibility, and the inability to forecast trends. This report represents the initial stages of a long-term program to improve how the Navy measures and reports its readiness status. The present study (1) discusses the nature of readiness assessment in the context of measurement theory, (2) presents a conceptual model of the readiness process, (3) reports on preliminary findings on linking predictor variables to readiness performance, and (4) discusses the probable impact of adopting three new analytical tools (structural equation modeling, artificial neural networks, and multi-level analyses) to the study of readiness. The report concludes that progress can be made toward more accurate and comprehensive readiness assessment, which is vital to our national interests. The research strategy recommended will lead to a better understanding and prediction of the military capability of our armed forces.

# Personnel and Organizational Assessment

## Technical Report

**NPRDC-TR-98-6  
(AD-A353 976)  
September 1998**

**Patricia J. Thomas  
Zannette A. Uriell**

### *Pregnancy and Single Parenthood in the Navy: Results of a 1997 Survey*

The 1997 Navy Survey of Parenthood and Pregnancy consisted of core items from prior versions and new items to investigate current concerns of Navy management. A disproportionate sampling scheme was used to maximize the number of respondents who had become pregnant the previous year. The surveys were mailed directly to 16,000 officer and enlisted women and men, and were answered anonymously.

The Navy's annual pregnancy rates parallel civilian rates for age cohorts. Half of the women experiencing an unplanned pregnancy were not using birth control, whereas the pill was the most failure-prone method of contraception. Pregnant women in deployable units had more adverse outcomes than women on shore duty.

More enlisted men were single parents in 1997 than in 1992. Less than 20% of the single pregnant women received counseling on the help available to them in obtaining financial support from the baby's father. There has been no increase in compliance with the requirement to complete a Family Care Certificate since 1992.

The major recommendations were to: (1) conduct a prospective longitudinal study comparing the pregnancies of women assigned to sea duty type commands to those of women on shore duty; (2) attempt to reduce unplanned pregnancies by improving birth control education and expanding family planning efforts; and (3) emphasize the importance of the Family Care Certificate and the need to help single pregnant women obtain financial support.

## Personnel and Organizational Assessment

### Technical Notes

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**NPRDC-TN-98-1**  
**(AD-A335 230)**  
**November 1997**

**M. D. Thomas**  
**P. J. Thomas**

#### *The Nature of Gender Discrimination in the Navy*

A survey designed to measure the frequency and types of gender discrimination perceived to exist at Navy commands was completed by over 5,000 randomly selected enlisted and officer women and men. In addition, over 100 telephone interviews were conducted with survey respondents (primarily women) who were willing to describe their gender discrimination experiences in depth. While treatment discrimination is not prevalent in Navy commands, many Navy women experience subtle forms of gender discrimination that may result in reduced unit cohesion and increased turnover. It is recommended that awareness of the concept of gender discrimination be raised, and that rates of gender discrimination continue to be monitored.

**NPRDC-TN-98-3**  
**(AD-A332 917)**  
**November 1997**

**John Kantor**  
**Michael Ford**  
**Murrey Olmstead**

#### *Navy-wide Personnel Survey (NPS) 1990-1996: Summary of Trends*

Seven previous Navy-wide Personnel Survey (NPS) questionnaires (1990-1996) were screened for questions that appeared on two or more of the surveys. The data for those questions were retrieved from the corresponding databases and depicted on graphs. These data are based on Navy-wide samples of 3 to 5 percent of the eligible enlisted and 8 to 12 percent of the eligible officer populations during the last 7 years. Generally, officers hold more positive views on the Navy than enlisted personnel. Some of the downward trends in perceptions about Navy programs during the last few years seem to be turning around in the 1996 NPS. The upward trends generally relate to the service member and family services area. Both officers and enlisted personnel showed improved satisfaction in these areas during the past few years.

# Personnel and Organizational Assessment

## Technical Notes

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**NPRDC-TN-98-6**  
**(AD-A338 073)**  
**January 1998**

**Elyse W. Kerce**  
**Hal Rosen**

*Assessment of USMC QOL Program Contributions to  
Readiness, Performance, and Retention Volume 1:  
Design and Methodology*

This report presents an integrated system for assessing the impact of Marine Corps quality of life (QOL) programs on readiness, retention, and performance. The system is based on the integration of program input data and qualitative data provided by program patrons/participants with the QOL database compiled from periodic administration of the Marine Corps QOL Questionnaire. The rationale for this approach is discussed, appropriate respondent samples are specified, and data collection methods are outlined. Program-specific variable lists suggest appropriate measures of program input as well as outcome variables. Questionnaires to be completed by participants are characterized by brevity and comparability across a variety of programs. Individual questionnaires tailored for each of the programs are included.

**NPRDC-TN-98-8**  
**(AD-A286 970)**  
**February 1998**

**John Kantor**  
**Michael Ford**  
**Murrey Olmstead**

*Navy-wide Personnel Survey (NPS) 1997: Statistical  
Tables for Officers*

The eighth annual Navy-wide Personnel Survey (NPS) was mailed in August 1997 to a random sample of 14,958 active duty enlisted personnel and officers. Completed questionnaires were accepted through mid-November 1997. The adjusted return rate was 43 percent. Survey topics included detailing and the assignment process, organizational climate, and health issues. Responses were weighted by paygrade to allow generalization of sample results to the Navy population. Responses of enlisted personnel are broken out by paygrade and other important demographic variables.

# Personnel and Organizational Assessment

## Technical Notes

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**NPRDC-TN-98-9  
(AD-A286 970)  
February 1998**

**John Kantor  
Michael Ford  
Murrey Olmstead**

### *Navy-wide Personnel Survey (NPS) 1997: Statistical Tables for Enlisted Personnel*

The eighth annual Navy-wide Personnel Survey (NPS) was mailed in August 1997 to a random sample of 14,958 active duty enlisted personnel and officers. Completed questionnaires were accepted through mid-November 1997. The adjusted return rate was 43 percent. Survey topics included detailing and the assignment process, organizational climate, and health issues. Responses were weighted by paygrade to allow generalization of sample results to the Navy population. Responses of enlisted personnel are broken out by paygrade and other important demographic variables.

**NPRDC-TN-98-10  
(AD-A348 895)  
March 1998**

**Amy L. Culbertson  
Paul Rosenfeld  
Zannette A. Perry**

### *The Consultant's Guide for Marine Corps Equal Opportunity Advisors*

Starting in 1993, the Marine Corps has developed a cadre of trained specialists known as Equal Opportunity Advisors (EOAs) to assist with implementing the service's equal opportunity program. The *Consultant's Guide for Marine Corps Equal Opportunity Advisors (EOAs)* was developed to facilitate Marines' effectiveness in their roles as advisors to senior leadership. Information included in the Guide was gleaned from interviews with Marine leaders and Marine Corps EOAs serving in commands around the world, along with subject-matter experts in the area of organizational consulting and change.

The Consultant's Guide provides both a general framework for organizational change, and discusses how Marine Corps EOAs share the common challenges faced by organizational consultants and change agents. The Guide also describes how to plan, administer, and analyze a survey of equal opportunity climate and sexual harassment. The Consultant's Guide presents this in three modules: (1) framework for organizational change, (2) Marine Corps EOAs as organizational consultants, and (3) the Marine Corps Command Assessment System (MCCAS) consulting process. This Guide is intended for

# Personnel and Organizational Assessment

## Technical Notes

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**NPRDC-TN-98-11  
(AD-A)  
March 1998**

**Amy L. Culbertson  
Zannette A. Perry  
Greg Shmavonian  
Paul Rosenfeld**

use by Marines attending EOA training at the Defense Equal Opportunity Management Institute (DEOMI), Patrick Air Force Base, FL, and as a resource book for Marines throughout the Corps.

### *The 1997 Marine Corps Morale, Welfare, and Recreation Needs Assessment*

Efforts to accurately assess and report naval readiness have been ongoing for over 40 years. Despite some technical improvements since the "Duke Report" in 1954, the Navy's system for assessing the readiness of its forces has not progressed much beyond taking static snapshots of current levels of resources in the areas of personnel, material, logistics, and training. Recently, readiness assessment has come under the microscopes of several agencies (e.g., GAO, CBO), and the reports have not been complimentary. The major problems with measuring and reporting readiness today are inaccuracy, lack of comprehensibility, and the inability to forecast trends. This report represents the initial stages of a long term program to improve how the Navy measures and reports its readiness status. The present study (a) discusses the nature of readiness assessment in the context of measurement theory and organizational effectiveness, (b) gives a brief history of attempts to improve readiness assessment, (c) presents a conceptual model of the readiness process, and (d) proposes a research plan that focuses on the probable impact of three specific analytical tools (structural equation modeling, artificial neural networks, and multi-level analyses). The report concludes that progress can be made toward more accurate and comprehensive readiness assessment which is vital to our national interests. The research strategy recommended will lead to a better understanding and prediction of the military capability of our armed forces.

## Personnel and Organizational Assessment

### Technical Notes

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**NPRDC-TN-98-12  
(AD-A351 098)  
March 1998**

**Amy L. Culbertson  
Patricia J. Thomas  
John P. Harden**

### *The Role of Recreation in Facilitating Gender Integration in the Navy*

This project was initiated in response to requests from the fleet to provide Navy leadership with tools to facilitate the integration of women throughout the active duty force. This study explored how Navy Morale, Welfare, and Recreation (MWR) programs could assist Navy leaders with this challenge. Research findings from recreation, sports psychology, and past efforts in diversity management shed light on using recreation to facilitate gender integration. Survey data collected from active duty personnel clarify similarities and differences in men's and women's recreation needs. This data also demonstrated how use of Navy MWR fitness centers impacts key individual and organizational outcomes, such as satisfaction with one's life and intentions to remain in the Navy. Data collected on the first aircraft carrier to deploy with both men and women describes a common foundation on which to build integrated fitness programs aboard ship. Experiences at the Naval Academy emphasize the importance of fitness for both the physical and social outcomes it provides. Interviews and expertise from Navy MWR professionals encourage Navy leadership to look to MWR for facilities and programs that encourage team building, unit cohesion, and gender integration among our active duty force. Lastly, recommendations concerning recreation programming for gender integration are offered.

## Personnel and Organizational Assessment

### Journal Article

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Culbertson, A. L., & Rodgers, W. (1997). Improving managerial effectiveness in the workplace: the case of sexual harassment of Navy women. *Journal of Applied Social Psychology, 27*, (22), 1953-1971.

A decision-making model is used to test causal relationships between a set of constructs thought to be important in understanding the organizational effects of sexual harassment. The model explores the causal linkages between women Navy personnel perceptions of the organization's climate regarding sexual harassment, experiences, and judgements of inappropriate sexual behaviors, and resulting decisions ultimately affecting the organization. The findings advance our understanding of important causal variables in preventing sexual harassment, along with providing managers an early warning or screening device to aid in moderating this contemporary workplace issue.

### Book Chapters

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McBride, J. R., Wetzel, C. D., & Hetter, R. D. (1997). Preliminary psychometric research for CAT\_ASVAB: selecting an adaptive testing strategy. In W. A. Sands, B. K. Waters & J. R. McBride (Eds.), *Computerized adaptive testing: from inquiry to operation* (pp 83-95). Washington, D.C.: American Psychological Association

Segall, D. O., Moreno, K. E., Kieckhafer, W. F., Vicino, F. L., & McBride, J. R. (1997). Validation of the experimental CAT-ASVAB system. In W. A. Sands, B. K. Waters & J. R. McBride (Eds.), *Computerized adaptive testing: from inquiry to operation* (pp 103-114). Washington, D.C.: American Psychological Association

## Personnel and Organizational Assessment

### Book Chapters

Rafacz, B., & Hetter, R. D. (1997). ACAP hardware selection, software development, and acceptance testing. In W. A. Sands, B. K. Waters & J. R. McBride (Eds.), *Computerized adaptive testing: from inquiry to operation* (pp 145-156). Washington, D.C.: American Psychological Association

Vicino, F. L., & Moreno, K. E. (1997). Human factors in the CAT system: a pilot study. In W. A. Sands, B. K. Waters & J. R. McBride (Eds.), *Computerized adaptive testing: from inquiry to operation* (pp 157-160). Washington, D.C.: American Psychological Association

Unpingco, V., Hom, I., & Rafacz, B. (1997). Development of a system for nationwide implementation. In W. A. Sands, B. K. Waters & J. R. McBride (Eds.), *Computerized adaptive testing: from inquiry to operation* (pp 209-218). Washington, D.C.: American Psychological Association

# Classroom and Afloat Training

## Technical Report

**NPRDC-TR-98-1  
(AD-A332 176)  
October 1998**

**Stephen W. Parchman  
John A. Ellis  
Daniel Christinaz  
Merle Vogel**

### *An Evaluation of Three Computer Based Instructional Strategies in Basic Electricity and Electronics Training*

Job requirements for Navy enlisted electronic technicians include extensive knowledge of basic electricity and electronic (BE/E) fundamentals. Historically the BE/E material has proved difficult for trainees to learn and has resulted in high setback and attrition rates. The objective was to evaluate alternative computer-based instructional strategies for teaching complex technical content. There were four instructional conditions: computer-based drill and practice instruction (CDBP), enhanced computer based instruction (ECBI), a computer-based adventure game (GAME), and the existing classroom instruction (CI). The trainees were evaluated on the schoolhouse comprehensive test, a specially designed cognitive skills test, and a motivation questionnaire upon completion of the instruction. In addition, time to complete the instruction was recorded and analyzed. In general the CDBP and CBI groups outperformed the CI and GAME groups on all measures. The GAME condition performed no better than the CI condition. When there were differences between the ECBI and CDBP groups, the ECBI group performed better.

## Classroom and Afloat Training

### Technical Report

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**NPRDC-TR-98-2  
(AD-A338 076)  
January 1998**

**Carl Czech  
Darrell Walker  
Barbara Tarker  
John A. Ellis**

*The Interactive Multisensor Analysis Training (IMAT)  
System: An Evaluation of Airborne Acoustic Mis-  
sion Course*

The Interactive Multisensor Analysis Training (IMAT) system was developed to address post Cold War ASW training requirements. It is designed to teach the complex conceptual knowledge and cognitive and procedural skills required to reason about the interrelationships among the operating modes of target submarines, the environmental variables that affect sound transmission, and the sensor systems used for detection and tracking. This effort evaluated the application of the IMAT system in the Aviation Antisubmarine Warfare Operator (AW) Class "A" School Airborne Acoustic Mission Course (AAMC). The results showed that (1) the IMAT approach to training produced substantial gains in subject matter knowledge and (2) that AAMC trainees experienced accelerated expertise. These findings indicate that the IMAT-based AAMC should be capable of overcoming the lack of practice opportunities available in today's typical fleet operations.

# Classroom and Afloat Training

## Technical Notes

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**NPRDC-TN-98-4  
(AD-A335 225)  
November 1996**

**Laura G. Militello  
Robert J. B. Hutton  
Rebecca M. Pliske  
Betsy J. Knight  
Gary Klein  
Josephine Randel**

### *Applied Cognitive Task Analysis (ACTA) Methodology*

The impact of technology on many tasks and functions has resulted in greatly increased demands on the cognitive skills of workers. More procedural or predictable tasks are now handled by smart machines, while humans have become responsible for difficult cognitive tasks. The increase in cognitive demands placed on workers has created a need for training that targets cognitive skills. In most cases, however, the task analyses that drive training development are conducted using methodologies that focus primarily on behaviors. The training community needs tools that will allow access to experienced-based cognitive skills.

The primary goal of this project was to develop streamlined methods of Cognitive Task Analysis that would fill this need. We have made important progression this direction. We have developed streamlined methods of Cognitive Task Analysis. Our evaluation study indicates that the methods are usable and aid in the development of important, accurate training materials addressing cognitive issues. In addition, we have developed a CD-based stand-alone instructional package, which will make the Applied Cognitive Task Analysis (ACTA) tools widely accessible. A survey of the software conducted with both Navy Instructional Systems Specialists (ISSs) and private sector Instructional Designers indicates that the software is successful in communicating the ACTA techniques.

## Classroom and Afloat Training

### Technical Notes

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**NPRDC-TN-98-5  
(AD-A335 227)  
December 1997**

**Gregory W. Lewis  
David L. Ryan-Jones**

### *Drug Abuse Prevention Training: Feasibility of Electrophysiological Assessment*

Evaluating attention to, and interest in, training materials depends primarily on voluntary verbal and written feedback from individuals, usually in the form of questionnaires or tests. The objective of this report is to describe research, which would determine the feasibility of using electrophysiological methods to assess the effectiveness of drug abuse prevention training. Drug abuse prevention videotapes were evaluated using irrelevant auditory probes to generate event-related brain potentials (ERPS) from the scalp frontal regions of 26 individuals. The subjects were divided equally into two interest groups (HIGH vs. LOW) based on questionnaire factor analysis scores. When prevideo baselines for the HIGH and LOW groups were compared, no differences were found. Statistically reliable differences were found between prevideo baseline and video segments for the ERP. The current research suggests that using auditory "irrelevant" probe stimuli, and the resulting ERP records, may provide an unobtrusive and objective measure of information, which may not be available through traditional behavioral measures. It is expected that with further development, "early" ERP components would improve the development and assessment of the effectiveness of education and training materials.

# Classroom and Afloat Training

## Technical Notes

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**NPRDC-TN-98-7  
(AD-A338 055)  
January 1998**

**Sam Landau  
David Dickason  
Josephine Randel  
Gail Palmisano**

### *Virtual Environment Training for Engineers (VET-E): Material Readiness Assessment*

The Virtual Environment Training for Engineering (VET-E) project was conducted for the Chief of Naval Operations (OPNAV, N869). This work was sponsored by the Bureau of Naval Personnel (PERS-00H). The operational goal was to develop a training environment that would enable engineering officers to adequately assess the material condition of a ship's propulsion plant. The technical goal was to: (1) develop and demonstrate desktop virtual environment (VE) training for the prospective engineering officer, (2) select and demonstrate the instructional strategies necessary for training material assessment in a virtual environment (VE), and (3) demonstrate the effectiveness of VE technology in improving the performance of Engineering Officers. This report documents the technical approach, instructional approach, and evaluation plan for VET-E. The project will be completed by Naval Air Warfare Command, Training Systems Division (NAWCTSD), Orlando, FL, following the Transfer of Function of the Navy Personnel Research and Development Center, Classroom and Afloat Training Division, effective 1 February 1998.

## Center Support

### Administrative Publications

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**NPRDC-AP-98-1**  
**(AD-A346 337)**  
**June 1998**

***Bibliography of Reports and Journal Articles Approved  
for Public Release: FY97***

This report lists all technical reports, technical notes, administrative publications, journal articles, and book chapters that were approved for public release in FY98. Publications in each category are listed in chronological order under the following areas: Workforce Management, Personnel and Organizational Assessment, Classroom and Afloat Training, and Administrative Publications.

**NPRDC-AP-98-2**  
**(AD-A348 972)**  
**June 1998**

***Command History Calendar Year 1997***

This report reflects the Navy Personnel Research and Development Center's 1997 operating philosophy, Commanding Officer and Technical Director biographies, history, organization, center resources, research and development program, Technical Director awards, and publications.

**NPRDC-AP-98-3**  
**(AD-A352 374)**  
**August 1998**

***In-House Laboratory Independent Research (ILIR)  
Annual Report: 1997***

This report documents 6.1 research efforts conducted at the Navy Personnel Research and Development Center (NPRDC) under the In-House Laboratory Independent Research (ILIR) program. The FY97 ILIR program included: A Conceptual Model of Drug Use; Diagnostic Tool to Improve Team Performance and Readiness; Response Inhibition Testing; and Assessing Navy Core Values Training Effects

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