

6. SUBJECT INSTRUCTIONS: RATING SCALES

We are not only interested in assessing your performance but also the experiences you had during the different task conditions. Right now we are going to describe the technique that will be used to examine your experiences. In the most general sense we are examining the "workload" you experienced. Workload is a difficult concept to define precisely, but a simple one to understand generally. The factors that influence your experience of workload may come from the task itself, your feelings about your own performance, how much effort you put in, or the stress and frustration you felt. The workload contributed by different task elements may change as you get more familiar with a task, perform easier or harder versions of it, or move from one task to another. Physical components of workload are relatively easy to conceptualize and evaluate. However, the mental components of workload may be more difficult to measure.

Since workload is something that is experienced individually by each person, there are no effective "rulers" that can be used to estimate the work-load of different activities. One way to find out about workload is to ask people to describe the feelings they experienced. Because workload may be caused by many different factors, we would like you to evaluate several of them individually rather than lumping them into a single global evaluation of overall workload. This set of six rating scales was developed for you to use in evaluating your experiences during different tasks. Please read the descriptions of the scales carefully. If you have a question about any of the scales in the table, please ask me about it. It is extremely important that they be clear to you. You may keep the descriptions with you for reference during the experiment.

After performing each of the tasks, you will be given a sheet of rating scales. You will evaluate the task by putting an "X" on each of the six scales at the point which matches your experience. Each line has two endpoint descriptors that describe the scale. Note that "own performance" goes from "good" on the left to "bad" on the right. This order has been confusing for some people. Please consider your responses carefully in distinguishing among the different task conditions. Consider each scale individually. Your ratings will play an important role in the evaluation being conducted, thus, your active participation is essential to the success of this experiment and is greatly appreciated by all of us.

RATING SCALE DEFINITIONS

Title	Endpoints	Descriptions
MENTAL DEMAND	<i>Low/High</i>	How much mental and perceptual activity was required (e.g., thinking, deciding, calculating, remembering, looking, searching, etc.)? Was the task easy or demanding, simple or complex, exacting or forgiving?
PHYSICAL DEMAND	<i>Low/High</i>	How much physical activity was required (e.g., pushing, pulling, turning, controlling, activating, etc.)? Was the task easy or demanding, slow or brisk, slack or strenuous, restful or laborious?
TEMPORAL DEMAND	<i>Low/High</i>	How much time pressure did you feel due to the rate or pace at which the tasks or task elements occurred? Was the pace slow and leisurely or rapid and frantic?
PERFORMANCE	<i>good/poor</i>	How successful do you think you were in accomplishing the goals of the task set by the experimenter (or yourself)? How satisfied were you with your performance in accomplishing these goals?
EFFORT	<i>Low/High</i>	How hard did you have to work (mentally and physically) to accomplish your level of performance?
FRUSTRATION LEVEL	<i>Low/High</i>	How insecure, discouraged, irritated, stressed and annoyed versus secure, gratified, content, relaxed and complacent did you feel during the task?