

Eric Anthony Day

List of Publications by Year in descending order

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32
papers

1,405
citations

430874

18
h-index

454955

30
g-index

32
all docs

32
docs citations

32
times ranked

1067
citing authors

#	ARTICLE	IF	CITATIONS
1	A META-ANALYSIS OF THE CRITERION-RELATED VALIDITY OF ASSESSMENT CENTER DIMENSIONS. <i>Personnel Psychology</i> , 2003, 56, 125-153.	2.8	272
2	Relationships among team ability composition, team mental models, and team performance.. <i>Journal of Applied Psychology</i> , 2006, 91, 727-736.	5.3	223
3	Knowledge structures and the acquisition of a complex skill.. <i>Journal of Applied Psychology</i> , 2001, 86, 1022-1033.	5.3	170
4	Large-scale investigation of the role of trait activation theory for understanding assessment center convergent and discriminant validity.. <i>Journal of Applied Psychology</i> , 2006, 91, 247-258.	5.3	127
5	Construct- and criterion-related validity of four commonly used goal orientation instruments. <i>Contemporary Educational Psychology</i> , 2003, 28, 434-464.	2.9	73
6	Dyadic versus individual training protocols: Loss and reacquisition of a complex skill.. <i>Journal of Applied Psychology</i> , 1997, 82, 783-791.	5.3	51
7	Modeling the links between need for cognition and the acquisition of a complex skill. <i>Personality and Individual Differences</i> , 2007, 42, 201-212.	2.9	51
8	Motor Vehicle Crash Involvement and Moving Violations: Convergence of Self-Report and Archival Data. <i>Human Factors</i> , 2001, 43, 1-11.	3.5	45
9	Convergence of Self-Report and Archival Crash Involvement Data: A Two-Year Longitudinal Follow-Up. <i>Human Factors</i> , 2005, 47, 303-313.	3.5	45
10	Learner-controlled practice difficulty in the training of a complex task: Cognitive and motivational mechanisms.. <i>Journal of Applied Psychology</i> , 2013, 98, 80-98.	5.3	42
11	Interlesson spacing and task-related processing during complex skill acquisition.. <i>Journal of Experimental Psychology: Applied</i> , 1999, 5, 413-437.	1.2	31
12	Performance evaluations, need for cognition, and the acquisition of a complex skill: an attributeâ€œtreatment interaction. <i>Personality and Individual Differences</i> , 2005, 38, 1867-1877.	2.9	25
13	Ability-based pairing strategies in the team-based training of a complex skill: Does the intelligence of your training partner matter?. <i>Intelligence</i> , 2005, 33, 39-65.	3.0	25
14	Mend It, Donâ€™t End It: An Alternate View of Assessment Center Construct-Related Validity Evidence. <i>Industrial and Organizational Psychology</i> , 2008, 1, 105-111.	0.6	24
15	The Effect of Distributed Practice on Immediate Posttraining, and Long-Term Performance on a Complex Command-and-Control Simulation Task. <i>Human Performance</i> , 2010, 23, 428-445.	2.4	21
16	Interrelationships Among Self-Regulated Learning Processes: Toward a Dynamic Process-Based Model of Self-Regulated Learning. <i>Journal of Management</i> , 2019, 45, 3146-3177.	9.3	21
17	Exploration-exploitation tradeoffs and information-knowledge gaps in self-regulated learning: Implications for learner-controlled training and development. <i>Human Resource Management Review</i> , 2019, 29, 196-217.	4.8	20
18	Exploratory behavior in active learning: A between- and within-person examination. <i>Organizational Behavior and Human Decision Processes</i> , 2014, 125, 98-112.	2.5	19

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19	Relating trait and domain mental toughness to complex task learning. <i>Personality and Individual Differences</i> , 2014, 68, 59-64.	2.9	19
20	Relating indices of knowledge structure coherence and accuracy to skill-based performance: Is there utility in using a combination of indices?. <i>Journal of Applied Psychology</i> , 2009, 94, 1076-1085.	5.3	18
21	Collaborative Training With a More Experienced Partner: Remediating Low Pretraining Self-Efficacy in Complex Skill Acquisition. <i>Human Factors</i> , 2007, 49, 1132-1148.	3.5	17
22	Linking instructional objectives to the design of instructional environments: The Integrative Training Design Matrix. <i>Human Resource Management Review</i> , 2006, 16, 376-395.	4.8	15
23	Ability determinants of complex skill acquisition: Effects of training protocol. <i>Acta Psychologica</i> , 1997, 97, 145-165.	1.5	13
24	The PASS theory of intelligence and the acquisition of a complex skill: a criterion-related validation study of Cognitive Assessment System scores. <i>Personality and Individual Differences</i> , 2004, 37, 1123-1136.	2.9	8
25	Structuration processes in an interagency collaboration: enabling and constraining participation and efficiency. <i>Journal of Applied Communication Research</i> , 2017, 45, 429-444.	1.2	8
26	Keeping Calm and Carrying On: Relating Affect Spin and Pulse to Complex Skill Acquisition and Adaptive Performance. <i>Frontiers in Psychology</i> , 2020, 11, 377.	2.1	7
27	The Role of Epistemic Curiosity in Game-Based Learning: Distinguishing Skill Acquisition From Adaptation. <i>Simulation and Gaming</i> , 2020, 51, 141-166.	1.9	7
28	Skill Decay. , 0, , 1085-1108.		3
29	Learner-Controlled Practice Difficulty and Task Exploration in an Active-Learning Gaming Environment. <i>Simulation and Gaming</i> , 2019, 50, 812-831.	1.9	2
30	Emotion-Performance Relationships in the Acquisition and Adaptation of a Complex Skill: Are Relationships Dynamic and Dependent on Activation Potential?. <i>Human Performance</i> , 2021, 34, 25-48.	2.4	2
31	Dyadic Protocols, Observational Learning, and the Acquisition of Complex Skills. <i>Proceedings of the Human Factors and Ergonomics Society</i> , 2003, 47, 2050-2053.	0.3	1
32	Relating Goal Orientation to the Acquisition of a Complex Skill: Does the Context Matter?. <i>Proceedings of the Human Factors and Ergonomics Society</i> , 2002, 46, 988-992.	0.3	0