TM 3-53.15

INFLUENCE PROCESS ACTIVITY: ASSESS

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INFLUENCE PROCESS ACTIVITY: ASSESS

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Preface

The influence process task technical manual series is an evolution of Special Text (ST) 33-01 and provides techniques and procedures that, in their whole, enable the conduct of influence activities by Army Psychological Operations units. Each TM in the series provides unique content; however, the TMs are interconnected and codependent. TM 3-53.10 will provide an overview and summary of the interconnectivity between the TM series and higher echelon publications. The remaining TMs address specific activities of the influence process. The influence process activity series includes TM 3-53.11, *Target Audience Analysis*; TM 3-53.12, *Plan*; TM 3-53.13, *Prepare*; TM 3-53.14, *Execute*; and TM 3-53.15, *Assess*.

Note. TM 3-53.11 has already been published. TM 3-53.10, TM 3-53.12, TM 3-53.13, and TM 3-53.14, are currently in the publication process; therefore, the publication dates are still unknown, and they are excluded from the References section of this publication.

Developing separate technical manuals provides more detail and depth within each step of the influence process enhancing Psychological Operations Soldiers' ability to conduct influence activities. The target audience analysis (TAA) was considered the highest priority doctrinal gap within the process and is the task most interconnected to all activities in the process. Subsequently TM 3-53.11 was developed and published. Each TM is published separately, as opposed to concurrently, to better support the force with critical information as expeditiously as possible. ST 33-01 will be rescinded once the entire TM series is published.

TM 3-53.15 focuses on assess, the continuous activity that affects the accuracy, effectiveness, and efficiency of all influence activities. This TM codifies techniques and procedures for Psychological Operations forces conducting the assess activity in support of military objectives and related influence objectives.

TM 3-53.15 contains numerous acronyms, abbreviations, and terms. Users should refer to the Glossary at the end of this manual for their meanings. This manual uses joint terms where applicable. Select joint and Army terms and definitions appear in both the glossary and text. For other definitions shown in the text, the term is italicized, and the number of the proponent publication follows the definition. TM 3-53.15 is not the proponent publication for any terms.

The principal audiences for TM 3-53.15 are Psychological Operations Branch personnel and supported commanders and their staffs, regardless of Service.

This TM is the primary reference for Psychological Operations Soldiers and units executing the assess activity of the influence process, including conducting research requisite to the assess activity, recording and reporting findings consistent with the Army operations process, and developing and conducting related unit training.

This publication applies to the Active Army, the Army National Guard, and the United States Army Reserve, unless otherwise stated.

The proponent of TM 3-53.15 is the U.S. Army Special Operations Center of Excellence, United States Army John F. Kennedy Special Warfare Center and School, USAJFKSWCS. The preparing agency is the Psychological Operations Doctrine Division (Psychological Operations Proponent) USAJFKSWCS. Send comments and recommendations on a DA Form 2028 (*Recommended Changes to Publications and Blank Forms*) to Commander, United States Army John F. Kennedy Special Warfare Center and School, USAJFKSWCS, ATTN: AOJK-POD, 3004 Ardennes Street, Stop A, Fort Bragg, NC 28310-9610; by e-mail to AOJK-POD@socom.mil; or submit an electronic DA Form 2028.

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Introduction

TM 3-53.15 is a new publication that supplements Army Service doctrine in FM 3-53.

TM 3-53.15 updates Psychological Operations doctrine to include applying the hierarchy of psychological effects model to the influence framework and subsequent assessment process. The following is a summary of information by chapter.

Chapter 1 provides an overview of the influence process activity assess.

Chapter 2 describes assess within the influence process to include the assessment process and assessment planning.

Chapter 3 details the application and stages of the hierarchy of psychological effects model.

Chapter 4 identifies the various types of research that support military processes.

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Chapter 1

Overview

The influence process is the foundation for conducting influence activities. The influence process consists of five activities: target audience analysis (TAA), plan, prepare, execute, and assess. Assess, like TAA, is a continual activity that affects the accuracy and efficiency of all influence activities. Recent operations underline the importance of influence activities as well as the challenges of integrating them into operational planning processes. Army Psychological Operations units conduct influence activities to create and reinforce desired behaviors in selected foreign individuals and groups. Psychological Operations units accomplish this by inducing changes in target audience (TA) attitudes, values, beliefs, and decision-making processes. This requires well defined objectives, robust and timely data collection, and analysis and evaluation.

INTRODUCTION TO ASSESS

1-1. The Army's operations process consists of the major command and control activities performed during operations: planning, preparing, executing, and continuously assessing the operation (ADP 5-0). Commanders use the operations process to—

- Drive the conceptual and detailed planning necessary to understand their operational environment (OE).
- Visualize and describe the operation's end state and operational approach.
- Make and articulate decisions.
- Direct, lead, and assess operations.

1-2. The influence process aligns with the operations process to enable commanders of Psychological Operations units to—

- Understand their OE.
- Visualize and describe the end state and operational approach through intermediate psychological objectives (IPO), supporting psychological objectives (SPO), and psychological objectives (PO).
- Make and articulate decisions.
- Direct, lead, and assess operations and activities.

1-3. An assessment captures the progress toward accomplishing a task, creating a condition, or achieving an objective at any point in time. Assessments—

- Validate and refine analysis and evaluation.
- Deliberately compare forecasted outcomes to actual events.
- Advise the commander.
- Support planning activities.
- Develop effective actions and messages.
- Determine the optimum execution means.
- Monitor target audience progression or regression toward an objective.
- Determine effectiveness attributable to the influence effort.

1-4. From an influence perspective, assessments incorporate measurements to quantitatively express a behavior change (that is, degree, percentage, or number), reduce uncertainty, and make informed decisions. For example, the inclusion of qualitative data, assumptions, unknowns, and the validity and reliability of measurements provide evidential value, reduce uncertainty, and increase confidence. The complexity of human behavior means forecasts and projections are continually refined or revised as information is gathered and the context or situation changes.

1-5. Assessments occur episodically (connected to a specific episode/event and of limited duration, can be temporary or occasional) or periodically (repeated, occurs or recurs at regular intervals) as determined by the objectives. There are numerous competing influences on TA behavior. Consequently, determining the

impact of deliberate influence activities on TA behavior is complex and often includes objective measures and subjective evaluation. All evaluations should include a confidence interval or measure that communicates the degree to which or likelihood that the results and conclusions in the assessment are accurate. This technical manual discusses the methodology used to produce timely and accurate assessments within the influence process.

1-6. Psychological Operations Soldiers rely on continuous inputs from multiple sources to understand the OE and how it relates to assessing psychological effects and operational effectiveness. Desired behavioral changes are defined in terms of measurable or observable indicators determined during planning and adjusted during execution based on assessments. A formidable challenge is determining whether behavior change can be attributed to deliberate influence efforts or other unforeseen factors and processes to include the following:

- Other military activities.
- Unexpected events.
- Behavior of other actors in the environment.

UNDERSTANDING KEY TERMS FOR ASSESS

1-7. Psychological Operations units use actions and messages to influence a foreign TA to achieve military and U.S. national objectives across a range of military operations. Assessing effects (behavioral or attitudinal changes), determining causes (triggers or motivations), and measuring effectiveness (level to which planned activities cause effects) is challenging due to the complexity of human behavior and the context in which that behavior occurs. Specifically for influence activities there is a requirement for clear and precise terminology. This section provides clarity and precision in lexicon and frameworks for the assess activity. The following terms and concepts are described and delineated:

- Assess, assessment, analyze, and evaluate.
- Perception, behavior, attitude, and cause.
- Effect, effectiveness, and performance.
- Objectives.
- Criteria, indicators, and thresholds.
- Forecast and predict.

ASSESS

1-8. In the context of the influence process, assess means determining the rate or amount of change and determining the value of indicators. Assess is a continuous activity that measures progress toward achieving influence objectives. The assess activity utilizes art and science in developing detailed analysis and informed evaluations. Soldiers are required to make a judgment based on available information. The assess activity becomes more difficult as the number of variables affecting a TA increase. Psychological Operations Soldiers assess influence activities by relying on systematic measures, analysis, and evaluation. Additionally, they also accounting for other factors influencing the TA to include—

- Assessing in the influence context. This focuses on series effectiveness in relation to achieving higher approved objectives.
- Assessing psychological effects to determine the intended and unintended effects on TA behavior during planned operations conducted by the supported unit, or spontaneous events that occur in the OE.

ASSESSMENT

1-9. Assessment refers to the episodic or periodic determination of the progress made toward accomplishing a task, creating a condition, or achieving an objective at any point in time. In joint doctrine, assessment is a process. In the influence process, an assessment refers to the product that accounts for measures of performance and codifies evaluation and analysis of measures of effectiveness. Assess, assessing, and assessments are often used interchangeably in service and joint doctrine. This TM attempts to reserve the word assessment to describe a product.

1-10. Assessments are categorized as formal or informal. A lack of dedicated analysis personnel will likely lead to informal assessments. At company echelon and below the reliance on operations reporting, personal

observation, running estimates, and intelligence as the primary means of information restricts those echelons to informal assessments. Augmenting these echelons with dedicated personnel or units to conduct the assess activity, provide the opportunity for formal assessments.

ANALYZE

1-11. Analysis systematically studies something in detail to increase understanding of its structure, relationships, and/or patterns. Facts, data, or other relevant information are gathered from multiple research, observation, and intelligence products or sources. Soldiers analyze this information in relation to pre-determined indicators of performance or effectiveness. Soldiers may need support from social and/or behavioral scientists and/or data analysts in situations where analysis is complex, multi-faceted, or involves large data sets.

EVALUATE

1-12. Evaluate means to determine the significance, extent, importance, value, quality, worth, or condition of something, usually by careful appraisal and study. Evaluation uses inputs from analysis (data and information) to form judgments or conclusions. This process involves subjectivity; however, using and clearly identifying multiple data points from various sources strengthens an evaluation and conclusions. Some evaluations can point to clear cause-and-effect relationships, while others must rely on the discernment and skill of the evaluator to estimate the degree of impact.

PERCEPTION

1-13. The American Psychology Association defines perception as the process or result of becoming aware of objects, relationships, and events by means of the senses, which includes such activities as recognizing, observing, and discriminating. These activities enable organisms to organize and interpret the stimuli received into meaningful knowledge and to act in a coordinated manner. Messages and actions of a series introduce new information that the TA will process through their existing schema (that is, a mental organization of knowledge, experience, and understanding). These messages and actions can shape the TA's knowledge, experience, and understanding to influence how they perceive the information presented.

BEHAVIOR

1-14. Behavior is the measurable response of an individual or group to a stimulus or stimuli. Behaviors are observable patterns of actions among the target audience. Analysts must not confuse behaviors with behavioral outcomes. Behavioral outcomes are the results of behaviors, not the behaviors themselves. Behavior changes are the most reliable determinants for assessing the effectiveness of influence because they are directly related to objectives. See chapter 3 of this TM for a discussion of behavior and behavioral outcomes in further detail.

ATTITUDE

1-15. The American Psychology Association defines attitude as an enduring and general evaluation of an object, person, group, issue, or concept on a dimension ranging from negative to positive. An attitude is the TAs (or local population) evaluation of something tangible or intangible (host-nation and/or partner nation troops, an event, or an adversary). Relevance of the causal link between attitude and behavior is discussed in chapter 3.

CAUSE

1-16. Cause refers to a single stimulus or condition contributing to or leading to a TA's behavior. Causes motivate or trigger a behavior.

EFFECT

1-17. An *effect* is the result, outcome, or consequence of an action (JP 3-0). Effects may be intended or unintended and have positive, neutral, or negative consequences. Effects may be the result of deliberate activities, unintended actions, spontaneous events, or other factors.

1-18. Observing effects and a determining, to the degree possible, the cause of the effect is critical in the analysis and evaluation of influence efforts. Soldiers conduct cause-and-effect analysis during TAA

(TM 3-53.11) to determine current conditions and help establish a baseline from which to assess future effects, associated causes, and to measure effectiveness.

EFFECTIVENESS

1-19. Effectiveness refers to the degree to which influence activities are responsible for causing the desired effects. How the change occurred is just as important as why it occurred. It is insufficient to only note that a change has occurred; gaining insights into the cause of this change, either resulting from efforts or something else, is vital.

1-20. A *measure of effectiveness* (MOE) is an indicator used to measure a current system state, with change indicated by comparing multiple observations over time (JP 5-0). Within the influence process, MOEs measure the extent to which the desired effect has been achieved because of influence activities.

PERFORMANCE

1-21. A *measure of performance* (MOP) is an indicator used to measure a friendly action tied to measuring task accomplishment (JP 5-0). Performance refers to measuring how an activity was executed according to specific task standards. Measures of performance indicate whether the dissemination occurred at the selected time, location, frequency, manner, to the selected TA, and whether the TA understood the message as intended. MOP data is particularly relevant to the influence process activity of execute since it's used to assess the distribution and dissemination activities. With both messaging and actions, an MOP is a simple measure of task performance and frequently yields a yes or no answer. An MOP informs us of task execution, where an MOE informs us whether it made a difference. Measuring performance is not sufficient within the assess activity. Deciding why an activity was performed to a specified degree can also be important.

OBJECTIVES

1-22. An *objective* is the clearly defined, decisive, and attainable goal toward which an operation is directed (JP 5-0). For influence activities, all objectives tie to the behaviors of foreign individuals and groups selected for influence. Influence objectives explicitly address the behavioral component of a commander's operational plans and objectives—how to get selected foreign individuals and groups to act in ways they would not do so unilaterally.

Psychological Objective

1-23. A PO is a statement that reflects the desired psychological effect. A PO is a clearly defined and attainable behavior desired of a single, foreign target audience. Planners develop multiple POs to support achieving the supported commander's objectives and desired end state. Soldiers use the criteria specific, measurable, achievable, relevant, and time or condition-bound (SMART) to write a PO. If any of these elements are lacking (either directly in the objective statement, or in the operational context), it is likely not a valid objective. Time or condition-bound POs are tied to distinct events, timelines, or measurable conditions or behaviors. Typically, the farther out in time the commander's end state, the longer progress will need to be measured. For example, a PO tied to a single election would become invalid once the election cycle ends, whereas a PO tied to conditions that include repeated voting behaviors would require continuous analysis and evaluation until the condition could be considered enduring.

Supporting Psychological Objective

1-24. An SPO is the desired behavior of a foreign target audience that contributes to accomplishing a psychological objective. Each SPO is a clearly defined and attainable behavior desired of a single, foreign TA and must assist in achieving the psychological objective. If two or more SPOs cannot be developed for a PO, then the PO is too narrowly focused and should be rewritten. The ability to write SMART SPOs helps validate the PO. If measurable indicators cannot be created, then the analysis used to create the SPO should be revisited.

Intermediate Psychological Objective

1-25. An intermediate psychological objective is the desired change in the psychological conditions of a foreign target audience that progresses the audience toward an SPO. The IPOs cover the gap between the current TA behaviors and the SPO. This coverage addresses how to move the TA in incremental stages from the current behavior towards a desired behavior. IPOs directly relate to the hierarchy of psychological effects model (HPEM) and allow monitoring of a TA's progression or regression for a desired behavior. IPOs are often written as informed estimates, behaviors indicative or suggestive of cognitive and attitudinal conditions, or precursory behaviors that are likely to occur before the behavior objective is achieved. Examples of behavior include those that indicate—

- Awareness.
- Understanding.
- Preferred attitude.
- Preference for action.
- The intent to act.

1-26. See chapter 3 for details on the application of the HPEM in the assess activity.

CRITERIA, INDICATORS, AND THRESHOLDS

1-27. A criterion is a standard on which a judgment or decision may be based. Soldiers develop initial criteria during planning, often stated as MOP or MOE. For each desired effect, several criteria are developed that provide requirements for information and intelligence collection. More information on determining criteria is in chapter 2.

1-28. Indicators are quantitative or qualitative factors or variables that signify, measure, or evaluate change. Quantitative indicators provide numerical or statistical measurements and are specific, measurable, and observable. Qualitative indicators are more descriptive and complex analyzing the individual and/or environmental context and/or conditions. Using qualitative indicators relies more on judgment and should include multiple data points that triangulate, or point, toward a particular conclusion. Qualitative indicators can provide detailed understanding, context, and support for quantitative data. Initial indicators establish a baseline from which to compare additional data and identify trends.

1-29. Behaviors are the most concrete indicators, but indicators for attitude are obtainable in some circumstances. Sentiment and keyword analysis via web-based analytics have increased the validity and reliability of attitudinal indicators. Further, observation of suggestive or precursory behaviors can inform planners of attitudinal changes toward a behavior objective. For example, if the behavior objective is the withdrawal of hostile forces from a particular zone, the dismantling of an adversary encampment is a precursory behavior that might suggest a force has shifted its attitude and progressed to a preference to withdrawal. Further indicators will be required to verify as this behavior could also indicate a preference to advance. See chapter 3 for a discussion of causal links between attitude and behavior in greater detail. Analyzing indicators over time can show trends, reduce uncertainty, and inform planners whether IPOs and SPOs are achieved, or even achievable. If analysis and assessment indicate certain objectives are unachievable, then planners will have to revise them or develop new ones. Finally, in crisis and especially in armed conflict scenarios, the depth and breadth of required information is simply unavailable for a variety of reasons. For example, in the high operating tempo of large-scale combat operations, indicators for enemy combatants will overwhelmingly be behavioral rather than attitudinal due to the fast pace of operations and the fog of war.

1-30. Thresholds are achievement levels set when the analysis and evaluation criteria are developed. Thresholds rarely consist of absolutes but rather degrees of achievement that, when reached, inform planners that an audience has progressed toward or regressed from a behavior objective. Thresholds define the intended amount of desired change. When the change in an attitude or behavior reaches a specified level, the influence effort meets the stated objective. Influence efforts then progress further along a continuum toward an objective. Thresholds may be articulated relative to another condition (for example, 20 percent fewer attacks than last month) or as specific levels (for example, no more than two attacks per week).

FORECAST VERSUS PREDICT

1-31. Forecasts are probability estimates, often with varying accuracy over time and as conditions change. Psychological Operations units provide the commander with behavior forecasts. Behavior forecast accuracy can improve over time as continual analysis and evaluation increases understanding of the OE and the degree to which variables influence TAs forecasts are not absolute.

1-32. Predictions, unlike forecasts, are expressed in more definitive terms: what *will* happen, as opposed to what *may* happen. Predicting human behavior discounts the constant change in the environment and overstates the capability of behavior science application. Predictions are not used.

Chapter 2
Assess

Assess is the continual activity for measuring progress toward achieving objectives by analyzing indicators and evaluation of the overall impact of a series on TA behavior. Analysis, evaluation, and monitoring provides the information required to produce an assessment, which is an episodic or periodic means of reporting findings. At any given time, a series is only one of numerous competing influences on a TA's behavior. Consequently, determining the impact of influence activities on TA behavior is complex and requires that objective measures be supplemented by a degree of subjective evaluation. This chapter discusses the assess methodology process and planning to produce timely and accurate assessments.

ASSESS AND THE INFLUENCE PROCESS

2-1. Assess requires practical application in operations to be meaningful and useful. Assess is part of the operations process conducted in conjunction with planning, preparing, and execution—assess is not a stand-alone process, but integral to the others. Because it is integral to the rest of the operations process from beginning to end, it is continuous. This chapter discusses how assessing applies across the operations process. For more information on operation assessment, refer to ATP 5-0.3.

2-2. The *operations process* is the Army's framework for organizing and putting command and control into action. The major command and control activities performed during operations are planning, preparing, executing, and continuously assessing the operation (ADP 5-0). The influence process is closely aligned with the operations process enabling supported or supporting commanders of Psychological Operations units to understand their OE; visualize and describe the end state and operational approach through IPOs, SPOs, and POs; make and articulate decisions; and direct, lead, and assess operations and activities. The influence process is a systematic method for planning, preparing, executing, and assessing influence activities. It consists of the following five activities, two of which are continuous: TAA (continuous), plan, prepare, execute, and assess (continuous). Refer to FM 3-53 for additional information on the influence process.

2-3. In general terms, assessing involves methodically comparing predicted outcomes with actual outcomes to determine the overall effectiveness of force employment and their activities. For influence activities like military information support operations (MISO) and deception, assessment evaluates the series' effectiveness to change the behavior of selected targets and target audiences. Assessment has two types of indicators, MOP and MOE. Psychological Operations units use both but focus more heavily on an MOE as they are harder to collect and analyze.

2-4. The initial act of assessing captures the baseline data from which indicators are identified, set, and measured. The initial influence assessment captures the data in a product. Monitoring the current situation by observing indicators facilitates the evaluation of progress measured against approved objectives. This progress is then described in an assessment product highlighting how indicators have changed in relation to approved objectives. Assessing influence activities broadly consists of the following:

- Monitoring the current situation to collect information relevant to objectives.
- Evaluating progress toward a desired end state, achieving objectives, and performing tasks.
- Recommending revisions to the influence plan.

ASSESS PROCESS

2-5. Assessing influence activities is accomplished through the assess activity. The following sections outline and explain each step of the assess activity. The assess activity, like TAA, includes steps that span the influence process activities of plan, prepare, and execute. For additional information on this process, see FM 5-0. For additional information on planning and designing research step 3, 4, and 5 of the assess

process, see chapter 4 of this TM. The following paragraphs detail the steps to help guide the development of an effective assessment plan and assessing during the prepare and execute activities.

STEP 1 – DEVELOP THE ASSESS APPROACH

2-6. Developing the influence-focused approach is inherently linked to an overall operational approach, which includes POs, a potential TA list, and lines of effort or phasing, if applicable. Therefore, planners, unit leaders, and especially TA analysts outline the plan to assess influence activities during the plan activity to align with the supported organization's assessment approach. This alignment requires integration with the J/G/S-3 and staff working groups to understand the approach used by the supported operational headquarters for operations in the information environment.

2-7. An approach is the precursor or developmental stage of a plan. The approach for assessing defines the problem before developing solutions. The approach examines considerations and conditions that will shape and inform a plan.

2-8. The approach identifies information requirements needed to monitor and analyze conditions associated with achieving objectives. In doing so, Psychological Operations Soldiers attempt to answer the following questions:

- How will we know we are progressing toward POs?
- What information do we need?
- Who is best postured to provide that information?

2-9. The approach provides the framework for the plan to assess, including initial decisions about organization and prioritization of analysis and evaluation efforts. The approach is an input to developing the plan to assess and matures as understanding of the OE is refined.

STEP 2 – DEVELOP THE PLAN

2-10. Step two of the process is developing a plan to assess progress and publish assessments. This plan should follow the logic of the higher headquarters operation plan or order, which provides the POs and or SPOs that need measuring and monitoring. Developing plans to assess is complex and requires participation from various staff sections and should include any capability that can contribute to the effort. The plan to assess is developed using the following six steps:

- Step 2a – Gather tools and assessment data.
- Step 2b – Understand current and desired conditions.
- Step 2c – Develop a framework.
- Step 2d – Develop the collection plan.
- Step 2e – Assign responsibilities for conducting analysis and generating recommendations.
- Step 2f – Identify feedback mechanisms.

Step 2a – Gather Tools and Assessment Data

2-11. Planning begins with receipt of mission. The receipt of mission alerts the staff to begin developing and updating their running estimates and gathering the tools necessary for mission analysis and continued planning. Specific tools and information gathered regarding assessment include the following:

- The higher echelon headquarters' plan or order, including the assessment annex if available.
- Any current assessments and assessment products.
- Relevant assessment of classified or unclassified products produced by civilian and government organizations.
- Potential data sources, including academic institutions and civilian subject matter experts.
- Target audience analysis worksheets (TAAWs).
- Potential target audience list (PTAL) or refined list of selected target audiences once available.
- Operation plan or order to include POs, SPOs, and IPOs, risk assessments, attribution methods, and approved target audiences, themes, symbols, and other relevant information.

Step 2b – Understand Current and Desired Conditions

2-12. Understanding current conditions relies on information provided through the continuous activity of TAA. Upon receipt of mission, those responsible for TAA update and refine TAAWs. TAA and assess are mutually supportive and interdependent activities requiring continuous close collaboration. Refer to TM 3-53.11 for detailed information on TAA and the TAAW.

2-13. Military operations are objective focused. Each operation has one or more clearly defined objectives. Understanding desired conditions requires examining objectives, that is, military objectives or end state, POs, SPOs, and IPOs for each desired target audience behavior. Refer to TM 3-53.11 for definitions and information of development of POs, SPOs, and IPOs.

2-14. Developing a logical progression between POs, SPOs, and IPOs that supports the commander's objectives and operational approach requires understanding current and desired conditions. SPOs are unique for each PO, with each PO having two or more SPOs. If two or more SPOs cannot be developed for a PO, the PO is too narrow in focus and needs to be rewritten. All SPOs must assist in achieving the PO. The ability to write specific measurable SPOs validate the PO. The ability to write distinct, specific, measurable indicators (for measures of effectiveness) and IPOs validates the SPO. If distinct, specific, measurable objectives cannot be written for a given higher objective, that higher objective is invalid and requires revision. Having examined and validated objectives, planners are ready to develop a framework to assess progress toward these objectives.

Step 2c – Develop a Framework

2-15. All plans and orders have a general logic. A framework for assessing incorporates the logic of the plan and uses indicators as tools to determine progress. The two types of indicators commonly used in assessment are MOEs and MOPs, which are organized into the framework. The framework begins with end-state conditions, objectives, and tasks. Then, MOP and MOE indicators are developed. This framework allows the indicators to follow the logic of the plan or order and the approach developed in Step 1.

2-16. The framework is facilitated by—

- Developing assessment criteria (MOEs) for each SPO that meet SMART criteria.
- Determining current baseline attitudes and actions of each target audience relative to the desired behavior.
- Refining target audiences based on updated analyses and intelligence.
- Submitting recommended changes to approved target audiences to the relevant authority.
- Adjusting selected TAs based on analyses of objectives, properly aligning with the TA with appropriate SPOs.
- Developing MOE for each IPO meet SMART criteria and describe TA movement towards or away from the desired behavior.
- Integrating quantitative and qualitative MOEs to measure progression or regression from desired behaviors and MOE baselines.
- Developing MOP criteria to verify product dissemination and reception or psychological action (PSYACT) execution for each intended audience.
- Establishing communication and reporting procedures with Psychological Operations units and Soldiers at echelon to track MOP and MOE.
- Establishing a knowledge management system for sharing assessment data in real time across echelons.
- Submitting information requests to validate assumptions, improve understanding of the OE, and track target audience attitudes and behaviors for currency and relevance.
- Publishing the plan to assess.
- Validating TA baselines prior to execution.
- Ensuring that Psychological Operations units select approved SPOs or submit proposed changes when assessing individual series effectiveness.
- Establishing a valid methodology for collecting IPO progress to assess SPOs.
- Integrating the assess outputs into battle rhythm events and reporting processes.
- Determining formatting and frequency requirements for publishing and presenting assessments.

Indicators

2-17. Assess criteria should identify indicators that provide evidence specific to performance or effectiveness. MOPs determine if products and series was executed as planned. MOEs determine series effectiveness by answering—to what degree series achieved the desired objectives; An appropriate mix of effectiveness and performance indicators is critical for comprehensive analysis and evaluation. Identifying indicators as either MOE or MOP during planning ensures the right data is obtained to accurately report effects attributable to the influence effort.

2-18. Initial assess criteria are based on the desired behavior defined by the PO in support of the commander's objective. Refined assessment criteria are determined from the attitudinal and behavioral objectives required to move a target audience through intermediate steps toward achieving the SPOs linked to their corresponding PO. Data collection is continuous to aid in refining assessment criteria in TAA, and if possible, for other environmental factors. Refer to TM 3-53.11 for additional information and examples related to refining criteria.

2-19. Indicator data for each criteria requires a baseline, that is, a starting point from which to measure progress. Therefore, planning and TAA require as much relevant data as possible before executing influence activities. Indicators can be subjective or objective and collected using qualitative or quantitative approaches.

2-20. Assessing influence activities relies heavily on qualitative approaches and subjective data because human behavior and their interactions in complex environments are dynamic. All data collection and analysis, qualitative and quantitative, involves human judgment. The primary differences between qualitative and quantitative research are the data collection methods and analytical techniques. Quantitative research generally seeks to understand the causal or correlational relationship between variables through testing. Qualitative research uses interviews, document/narrative analysis, and/or observation to understand a phenomenon or behavior trend illuminating why people believe or behave in particular ways. Chapter 4 of this manual provides further information about qualitative and quantitative approaches.

Performance

2-21. MOPs indicate how well Soldiers or systems execute an operation or activity. Such indicators could be the number of face-to-face encounters, the number of leaflets disseminated, or the size of the area covered by broadcasts. An MOP indicates if a particular stimulus was successfully introduced to the selected TA, not if the stimulus effectively created a desired behavioral response. To determine the correlation between behavior and the series, the Psychological Operations Soldier must first determine through MOPs if the TA was exposed to the planned product or action.

2-22. MOPs generally have fewer variables and are easier to gather than an MOE. MOPs provide information about known and expected activities initiated under controlled circumstances. This has historically led to an overreliance on MOP to meet reporting requirements. MOP, albeit necessary, are not a replacement for MOE and will not provide the information required about the TA in relation to objectives.

Effectiveness

2-23. Effectiveness differs from effect in that effect refers to the change(s) in mental state resulting from influence activities, that is, psychological effects, cognitive effects, and so on. potentially brought about by planned actions and messages. In the influence context, behavior is a response to stimuli. As previously stated, effectiveness refers to the degree to which influence actions and messages induce behavior responses.

2-24. MOEs are used to monitor and assess changes over time and determine the degree to which influence activities have affected TA behavior. MOEs require the analysis, synthesis, and aggregation of quantitative and qualitative indicators. IPO MOEs are collated to determine the MOE of the SPO. IPO MOEs are relative to deviations from the baseline and can be scaled in terms of positive, neutral, and negative, or by using a numeric scale such as [-5 -4 -3 -2 -1 0 +1 +2 +3 +4 +5].

2-25. Two factors contribute to accurately measuring effectiveness; the quality of the objectives and the indicators defined in planning, particularly MOE. In addition to the SMART criteria, characteristics of good MOEs is that they are—

- **Indicative.** An indicative MOE must denote and reflect incremental progression or movement through sequenced objectives.
- **Objective related.** An objective related MOE should indicate the association between influence activities and a desired action or inaction.
- **Able to maximize clarity.** The ability to maximize clarity will provide specific data on the anticipated movement from baseline, measurement criteria, timeframe, and context, as necessary. This includes that they must be—
  - **Quantitative.** A quantitative MOE provides a numerical or statistical measurement.
  - **Qualitative.** A qualitative MOE is more nuanced and complex analysis of a condition that relies heavily on thick, rich description and judgement. Further, qualitative data is triangulated, as it has multiple data points supporting an assertion.
- **Baselined.** The baseline of an MOE should demonstrate that the existing state or starting position is known.
- **Observable.** An observable MOE has a historic collection to suggest this behavior is detectable.
- **Properly sourced.** A properly sourced MOE has a collection plan that is built to ensure collection, processing, and reporting.

2-26. Assessment criteria for MOE set clear conditions and parameters for tracking influence efforts and target audience changes in relation to each objective. Assessment criteria are used to develop requests for information (RFI), better enable collection, and provide a baseline for analysis. The MOE for each SPO must be SMART or condition bound.

2-27. When developing assessment criteria for an MOE, use the following seven elements:

- **Direction.** Direction is measured in terms of increase/decrease/no change from the baseline assessment. Further, does the observed TA response move toward (progression) or away from (regression) the desired behavior?
- **Measurement.** Type of measurement being used (for example quantity, quality, location, frequency, intensity, duration, and so on.) that is quantitative or qualitative.
- **Object.** What is being measured or observed? This is described as a behavior, action, system, system component.
- **Criterion.** How much change or in what way? For example, this is the amount or threshold measured over a set timeframe or condition that defines progress or success.
  - Example 1: 40 percent over a six-month period.
  - Example 2: sentiment change from negative to neutral over a six-month period.
- **Context.** A description of the desired change, including who, what, and where (location). It defines the measurement and object in detail so that it can be quantified or scaled.
- **Interval.** Measurement frequency. How often should data be collected, sampled, measured, or gauged?
- **Standard.** How to collect the data. This describes the observable or analytic process or tool(s) used for collection, sampling, etc.

Step 2d – Develop the Collection Plan

2-28. Each indicator has at least one accompanying information requirement. Psychological Operations planners ensure these requirements are entered into the supported organization’s information collection synchronization process. Influence-specific collection requirements should be included in the supported and supporting unit’s collection requirements matrix and collection plan. The orders process formally tasks units to collect indicators once those requirements are included as priority intelligence requirements. Theater operation orders, operation plans, campaign plans, and information and intelligence portions of plans and orders contain specific intelligence requirements. Planners ensure the validation and incorporation of these requirements into the commander's collection plan. Refer to ADP 2-0 and ATP 2-01 for more information on intelligence requirements.

2-29. For each indicator, several data collection methods should be selected based on their suitability for the information sought. In the execution stage planners must select methods based on available resources, current operating environment, and context. Conduct the following during the development of an influence-specific collection plan:

- Coordinate with the J/G/S-2 to service influence specific information requirements.
- Identify program access or need-to-know requirements for effective integration of intelligence and influence assessments.
- Submit RFIs to fill knowledge gaps and validate assumptions.
- Integrate influence information requirements into the commander's critical information requirements (CCIRs) and priority intelligence requirements (PIRs).
- Identify gaps in intelligence collection capabilities relative to TA behaviors that require non-traditional collection means such as polling, partner nation military or civil resources.
- Refine PIRs into essential elements of information, indicators, and specific information requirements (SIRs).

2-30. The following are a range of situational variables, against which the data collection methods are evaluated:

- **Availability of information.** This includes the condition of the OE (hostile, uncertain, or permissive) and how accessible the TA is.
- **Nature of the TA(s).** This includes, but is not limited to, characteristics such as religion, culture, language, traditional roles of men and women, and literacy. It also includes whether they are hostile, neutral, or friendly towards friendly forces.
- **Level of resources.** This includes, but is not limited to, the number and skills of friendly forces and, for example, the level of funding.
- **Nature of the desired effect.** This includes whether the effect is a change in attitudes or behaviors and whether it is a change by a group or an individual.
- **Information requirements.** This includes the level of detail required in the data; the level of certainty whether an effect has been achieved; the reliability of the measure for the decision maker; the timeliness and dynamism of data collection; and whether the information is required to support quantitative or qualitative analysis.
- **Data collector variables.** This includes whether the collector is military or civilian, whether they are friendly forces or members of the indigenous population, and characteristics such as their biases, sex, race, and religion.

2-31. Collection methods can vary greatly as creativity and judgement are often required to collect necessary data for specific objectives in varied environments. For additional information on conducting research, to include data collection methods, see chapter 4 of this manual.

Step 2e – Assign Responsibilities for Analysis and Generating Recommendations

2-32. Assigning a lead individual and element for analyzing assessment data and developing recommendations provides a point of contact for influence-related information and communication between staff elements. The lead manages the assessment team's efforts and is not the sole individual responsible for the process. Responsibility will usually be assigned to a Psychological Operations unit, staff section, or task-organized element. In steps 4 and 5 of the assess process, Psychological Operations Soldiers conduct an analysis of information and intelligence, communicate feedback, and make recommendations.

Step 2f – Identify Feedback Mechanisms

2-33. Assessments and recommendations are only valuable and meaningful if presented to the appropriate decision-maker at the correct time. The assess plan identifies the who, what, when, where, and why. As discussed in step 5 of the assess process, influence assessments and recommendations must be made available to all Psychological Operations forces conducting the other influence process activities and be published to the supported, supporting, and subordinate units for inclusion in operational assessments.

2-34. For accountability situational awareness, and to create shared understanding, commanders establish reporting requirements as specified tasks. Commanders establish clear reporting requirements, specify report methods and formats, and frequency. This increases the efficiency of the Psychological Operations unit.

2-35. Reporting means can include normal battle rhythm events; established routing channels; intelligence, operations, and logistics status summary documents; and staff running estimates. Examples of daily reporting means include the following:

- Updates to functional cells and working groups (test and evaluation, plans and programs, targeting, assessment, operations and intelligence fusion).
- The commander's update brief.
- Posting to SharePoint.

2-36. If the reporting format or means is determined to be insufficient additional requirements may be recommended. However, the commander should consider the necessity of such unique products before adding reporting requirements to subordinates and other staff sections. Per FM 6-0, standardization also increases efficiency, so whenever possible clear reporting procedures should be integral to unit SOPs, which require enforcement and revision as necessary to remain relevant and useful. According to FM 5-0, planners insert reporting requirements in Annex R (Report) to Operation Plan or Order under the Reports section that "… specifies reporting requirements for all assigned, attached, operational control, and tactical control command relationships." Due to these operational requirements for reporting, the task should be integral to exercises and battle drills to ensure they become second nature and a realistic expectation.

2-37. Finally, there is one more determination to be made—assess the effectiveness of the assessment product itself. In doing so, Soldiers look at the following two criteria:

- Does the assessment report enable a clearer understanding of the OE and TAs in it?
- Does the content and format enable the effective communication of the assessment findings to the end user (for example, the commander)?

If the answers are yes to both questions, then the assessment findings are useful. If the answer is no to either one, then revision is necessary. For more information, refer to ATP 5-0.3.

STEP 3 – COLLECTING INFORMATION AND INTELLIGENCE

2-38. Collecting information about assigned regions, areas, and potential target audiences is an ongoing effort for Psychological Operations Soldiers in preparation for future operations. Once an operation commences, information collection continues throughout all influence process activities (TAA, plan, prepare, execute, assess). Initial criteria developed during the plan activity provides guidance in developing intelligence requirements and coordinating collection with supported and supporting units. During TAA (see TM 3-53.11), the assessment criteria for MOEs are refined to specific, measurable, and observable TA behaviors. MOEs are based upon the specific desired behaviors that series aim to achieve. Initial assessment criteria are collected prior to series execution to serve as baseline data against which future behavior change will be measured.

2-39. Assessing includes subjective evaluation and objective analysis of qualitative and quantitative indicators. Psychological Operations Soldiers assist the commander in developing measures of effectiveness, measurable indicators for collection activities and mission orders. Specific information requirements to assess series effectiveness are integrated into the CCIRs and mission orders to subordinate units for collection. Psychological Operations Soldiers, working with the supported and supporting units, monitor TA behavior, and analyze this information along with other possible events and external influences affecting TA behavior. Through MOEs, Psychological Operations Soldiers gauge the impact of series on TA behavior.

2-40. During this third step of the assess process, the information gathered is examined for relevance to specific information requirements and correlated to given POs. Information-gathering efforts become increasingly more specific as assessment criteria are refined and additional information requirements are identified. Information and intelligence gathering includes the following:

- Coordination of collection requirements for series with the supported and or supporting organization intelligence staff and collection manager.
- Verification that influence collection requirements are included in the supported and or supporting organization collection requirements matrix and implementing collection plan.

- Identification and validation of novel and innovative ways to capture information and intelligence for assessment requirements.
- Monitoring collection of influence IRs.
- Integration of other Psychological Operations units of information forces reporting collection efforts and results.
- Refining and adapting information collection requirements based on analytical feedback.
- Detecting and tracking unintended consequences, collateral damage or spontaneous events that change conditions.
- Developing a research plan and outlining information sources, collection methods, analysis procedures, and reporting (see chapter 4 for additional information).

STEP 4 – ANALYZE INFORMATION AND INTELLIGENCE

2-41. Psychological Operations units execute series of actions and messages to intentionally change the environment to influence behavior. The environment and TAs are monitored through information and intelligence gathered from various data collection means. The specific influence efforts are evaluated by analyzing all relevant indicators and determining the correlation between the series timeline and the behavior exhibited by the TA. Determining series effectiveness also requires analyzing the relationship between indicators and spontaneous events to account for external or unintended influences. Through this analysis, Psychological Operations Soldiers can evaluate to what extent objectives have been achieved and determine whether any adjustments are necessary.

2-42. Analysis for assessing influence activities aligns with IPOs and thresholds established to progress the TA towards the desired behavior. Analyzing information and intelligence provides the indicators and data points that show TA progression, stagnation, or regression relevant to the IPOs of a series. Analysis helps analysts and planners identify positive or negative movement toward achieving objectives and identify when thresholds or decision points have been reached.

2-43. Analysis of influence related information and intelligence includes the following steps:

- Apply quantitative and qualitative methods to assess if indicators are trending in a positive direction, negative direction, or unchanged.
- Check the validity and reliability of quantitative and qualitative data.
- Determine the relationship (correlation or causal and the degree of confidence) between influence activities and TA behavior change.
- Apply analysis of competing hypotheses to attribute or exclude other causal factors.
- Apply a level of confidence to analytic judgment.
- Determine when change thresholds for IPOs are achieved or when decision points have been reached or realized.
- Identify any additional risks and/or opportunities to accelerate accomplishment of a desired end state.
- Coordinate analytical assessments with J/G/S-2 staff for validation and to avoid duplicative efforts or contradictory analyses.
- Integrate staff validated recommendations into the overall assessment plan.

2-44. Analysis of MOE includes examining external events and competing alternative hypotheses. Once indicators have been identified during the TAA, significant external events that may impact achieving the objective need to be mapped and discussed. These can include environmental factors (that is, regional stability and economic activity), events (such as elections), or third-party activities (for example, adversary information activities). It is not always possible to control the impact of these variables, but they may help determine the validity of MOE. Spontaneous events may have a positive or negative effect on the TA behavior. Series can be negated by unanticipated events. Updated TAAWs alert planners when conditions and the resulting vulnerabilities may have changed. These unplanned changes may require modification to or development of a new series to achieve the objective.

2-45. Before a behavior change can be attributed to an influence activity, alternate hypotheses for causation should be considered. For example, a SPO aims to reduce vehicle traffic along a military service route, and indicators provide evidence of decreased traffic during a specific period of measurement. Before attributing this decreased vehicle traffic to an influence activity, the analysis considers if there is another reason traffic

decreased – an alternative hypothesis. For example, if it is discovered that a religious holiday occurred that prevented vehicle traffic during the period of measurement the MOE is not validated even though the indicated desired behavior was achieved. The assessment would have to recommend extending or alternating the measurement period to examine traffic patterns outside of the external factor of a religious holiday.

STEP 5 – COMMUNICATE FEEDBACK AND RECOMMENDATIONS

2-46. Assessment products report behavioral changes relative to the commander's objectives and contain recommendations and information required for each of the influence activities. When developing and writing assessments, Psychological Operations Soldiers consider the consumer of the information. Influence assessments follow the format directed by the command. Assessments written for internal audiences must consider the most relevant information for each activity. Assessments should be in a format that is clear, concise, and as complete as possible. Assessment products should produce the following outcomes:

- Inform the commander about the current and anticipated conditions within the OE.
- Evaluate the ability to generate the effects needed to impact the OE.
- Evaluate progress towards or regression from achieving objectives.
- Identify gaps and direct subsequent shifts to improve operations.
- Construct assessment products for presentation in accordance with the supported organization standard operating procedures.
- Updates to the common operating picture (COP) or common tactical picture (CTP) in coordination with the COP or CTP manager.

2-47. Accurate analysis seeks to identify trends and changes related to objective achievement. This analysis enables informed recommendations for planners and series developers. Recommendations can include:

- Update, change, add, or remove critical assumptions.
- Refine target audience selection to those most likely to impact objective achievement.
- Selectively modify IPOs in a series.
- Add, continue, or cancel series.
- Transition between series.
- Change priorities of effort.

STEP 6 – ADJUST THE PLAN

2-48. Assessing influence activities is a continual effort that will help shape operations and guide decisions. As operations evolve, the plan to assess evolves as well. Anything that changes the order (such as priorities, objectives, environment, or external events) will require adjustments to the plan for assessing. The following are considerations for adjusting the assess plan that include potential changes in the following:

- Progression, stagnation, or regression in desired TA behaviors.
- Supported organization's mission or commander's guidance.
- Supported organization's CCIR.
- Approved influence program or plan.
- Conditions in the OE.
- Collection capabilities.
- TA access.
- Time constraints.

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Chapter 3

Applying the Hierarchy of Psychological Effects Model

The HPEM was developed to mitigate the gap between the current TA behaviors and the SPO through the use of intermediate objectives. The HPEM was adapted from validated foundational research in communication theory to include expectancy value theory (EVT), the extension of expectancy value theory to media, and the theory of reasoned action. The latter expands EVT for greater emphasis on behavior intentions and perceived behavioral control. In simplest terms, the HPEM provides an adaptable framework of attitudinal and behavioral considerations for moving a target audience along a continuum toward a desired behavior articulated as a SPO. This framework is intended as a tool to assist in the thought processes of conducting influence activities. The following chapter outlines how HPEM can guide planning and direct analysis and evaluation into a logical feedback loop of plan, execute, assess, and revise.

HIERARCHY OF PSYCHOLOGICAL EFFECTS MODEL AND OPERATIONAL APPLICATIONS

3-1. The HPEM is a framework for influence practitioners. It enables tailoring a series of actions and messages that support a TA's progression toward achieving the desired behavior IPOs, when developed based on the HPEM, become the assessment points or markers that are evaluated at defined intervals. These points or markers focus the analysis and evaluation during the assess activity. This model aligns the Soldiers' practices with methods and theories in communication, learning, and motivation that support behavior change in broader populations.

3-2. Various hierarchy of effects models have been applied since 1898, primarily as communication models used to encourage behavior change. The basic hierarchy of effects CAB model incorporates cognition (C), affect (A), and behavior (B) stages. The CAB model provides a starting point for considering sequenced approaches to influence. The HPEM is an expansion developed for complex audiences and/or behaviors and variable condition sets. This is particularly relevant when an audience is unfamiliar with the desired behavior captured in military objectives and articulated to the TA through influence efforts.

3-3. Thinking about behavior as a series of actions allows an influencer to better understand how behavior changes over time and what influences or supports its continuation or abstinence. This understanding provides opportunities to target aspects of a behavior. The process can be thought of as a pathway of change in which a Psychological Operations Soldier works to identify and understand the steps or small behavior (or belief or attitude) changes needed to progress toward the desired behavior supporting the commander's objective(s).

3-4. Using the HPEM, Soldiers consider awareness, understanding, attitude, preference, behavior intention, and behavior achievement. The HPEM focuses influence efforts, narrows the scope of indicators needed at a given point in the series, and allows for greater accuracy and timeliness when determining progression or digression toward the-behavior objective.

3-5. TAA determines where on the HPEM a TA falls given the specified SPO. At a minimum, TAA should determine where the majority of the TA falls within the model. The most accurate analyses will determine what percentage of the TA falls within each stage of the model. For example, 10 percent of the audience is in awareness, 12 percent in understanding, 8 percent in attitude, 35 percent in preference, 20 percent in intent, and 5 percent in behavior achievement and 10 percent is unknown. The assess activity monitors TA progress along the HPEM continuum by observing indicators related to each stage of the series Implementing the hierarchy of psychological effects model requires focusing on objectives through each stage and requires continual analysis and evaluation of conditions. Progress indicators provide evidence that the TA is moving toward, away from, or not moving toward the behavior objective identified in the

SPO. This requires a continuous analysis and evaluation of identified or other relevant emerging indicators and conditions in the environment.

3-6. The hierarchy of psychological effects model is progressive. A target audience will generally have to meet thresholds determined by the planner in one stage prior to reasonably expecting that the TA can or will achieve subsequent stages. For example, the model begins with awareness because the TA must first perceive the signal before it can act on it. Understanding, and the information and experiences that provide understanding, effects attitude. Attitude towards the behavior (and potential consequences) impacts the TA's willingness to process or contemplate the message and eventually exhibit the behavior objective. Without the TA having awareness and understanding of a behavior objective's likely outcome, the expectation of preferring one behavior over another is unreasonable.

3-7. HPEM provides a framework for developing and refining IPOs of a series and assists in prioritizing influence efforts. While a TAA (refer to TM 3-53.11) determines which stage best describes the majority of the audience's present state (or how it is represented across the stages), the assess activity determines progress by observing indicators measured against established thresholds. For example, in an environment where a TA's awareness and understanding toward an objective are well established, and attitude is determined to be favorable, then considering the first three stages would only note the indicators that support the assertion. The main effort of the series, in this example, would begin at the preference stage while addressing other stages. Assess efforts at the preference stage would focus on how the TA is progressing, noting how those indicators are changing. This would then inform when to shift efforts to the intention stage. Likewise, if the assess activity determines TA digression, then efforts revert to previous stages. Figure 2-1 depicts the continuum of IPOs toward SPO achievement, and the relationship between TAs, IPOs, SPOs, a series, and multiple-POs that support the influence activity.

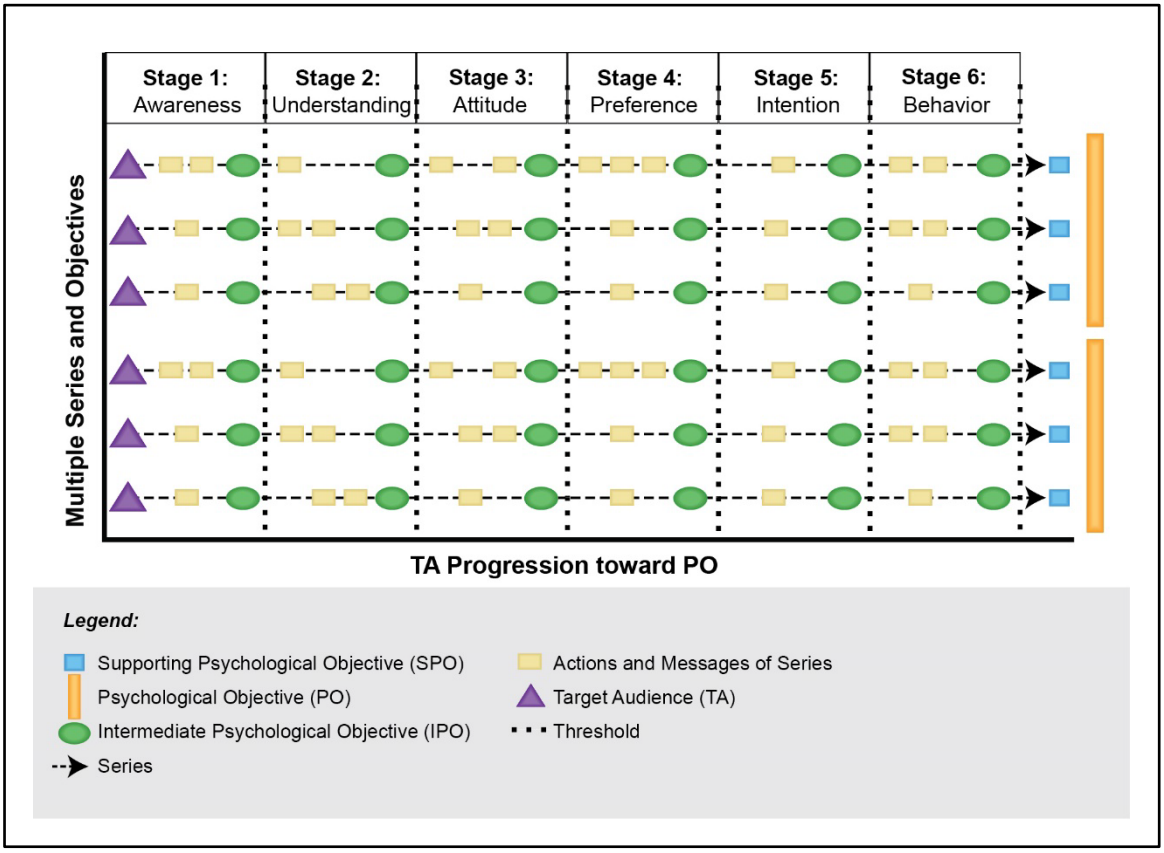


Figure 3-1. Influence plan

THE HIERARCHY OF PSYCHOLOGICAL EFFECTS MODEL STAGES

3-8. This section provides details on the HPEM stages. The HPEM is used in TAA to understand the TAs current attitudes, beliefs, and behaviors thereby gauging the stage along the HPEM continuum that defines the TA in relationship to the SPO. This provides a foundation for IPOs (see TM 3-53.11) and becomes the start point for series development. To reach stage 6, behaving as articulated in a SPO, the audience or portions of the audience will have to progress through previous stages as articulated in the IPOs.

3-9. The immediate challenge to the Soldier is articulating the IPOs in a manner which can be measured. The stages in the HPEM include mental activities and physical behaviors. Mental activities cannot be observed directly so the Soldier must articulate the activity in a measurable manner by identifying precursory, suggestive, or indicative behaviors.

INTERMEDIATE PSYCHOLOGICAL OBJECTIVES

3-10. An IPO, when applying the HPEM, are the changes from a TA before moving from one HPEM stage to the next. Assessing an IPO informs and defines indicator and threshold achievement and monitors the TA's progression, stagnation, or digression toward the SPO, thus providing insights into the effectiveness of series messages and actions. Where the PO and SPO are rigid, IPOs are fluid, in that they are continuously tracked, refined, and adapt to attitudinal and behavioral changes in the TA in relation to the SPO.

3-11. Following the HPEM, IPOs begin with knowledge and attitudinal objectives, as needed, becoming increasingly behavioral in nature, until the desired behavior articulated as the SPO is achieved. When a series is examined in its totality, it can be difficult to determine when—and to what extent—an influence effort contributed to change. Assessing specific IPOs enable a greater understanding of the "why" behind TA behavior, allowing for greater precision when refining an influence effort and identifying external factors that may have contributed to the TA behavior.

3-12. For example, if the PO is *increase participation in the electoral process* and a subordinate SPO is *TA increases voter registration*, indicators of increased attendance at political rallies does not necessarily indicate support. Determining if the preference is to vote or to deter others from voting requires a deeper analysis. Assessing TA awareness, understanding, and attitude may provide a clearer picture of whether the TA's preference is positive, negative, or neutral. Influence efforts can then be directed at the TA either becoming positive in preferring to vote, or at least neutral so not to be a deterrent to others.

3-13. Indicators and thresholds for each stage are established during planning and revised as needed based on results of assess. Soldiers prepare and execute a series of actions and messages based on the IPOs that move the TA from current behavior to desired behavior. These IPOs are continually monitored and evaluated as part of the assess activity.

3-14. Assessing IPOs depends on identifying indicators that most accurately portray a TA in relation to a given SPO. As series achieve IPOs or not, Soldiers conducting the assess activity advise planners to assist in decisions to initiate series revisions like modifying execution timelines and adjusting approved IPOs.

Awareness

3-15. Awareness consists of two interconnected parts, the awareness of messages and actions of a series and topical awareness related to the objective of the series. Performance indicators (MOP) for awareness determine if the TA has been exposed to the messages of the series. Topical awareness can be determined by analyzing TA behaviors such as relevant dialog posted on social media, statements made during protests or gatherings, or information-seeking behaviors related to the objective. For example, to determine topical awareness for an objective *accept a peace treaty,* requires determining first if the TA is aware that a peace treaty exists. If the TA is aware, the Psychological Operations Soldier must determine which information sources are having the greatest effect on the TA's understanding. Indicators of awareness assist in identifying which information is influencing the TA.

3-16. Early in an operation, the information available to the TA will likely come mostly from threat information sources rather than U.S. influence series. To indicate a transition from simple awareness to a rudimentary understanding, planners determine a threshold of awareness which is usually articulated as a percentage of the TA. The assess activity informs when thresholds have been met. At this point, the effort shifts to reinforcing awareness and increasing understanding.

Understanding

3-17. The goal of a series for the understanding stage is to ensure attitudes toward an objective are informed by purposefully crafted messages that shape understanding favorable to SPO accomplishment. Assessing understanding relies on reviewing the TAAW in context of the objective. Members of a culture typically share similar values and norms as well as the same laws and general practices. An audience will often have similar experiences and shared information sources.

3-18. Consequently, it is possible for groups to have very similar perceptions including cultural bias, group think, or other cognitive biases. Referencing the TAAW during assess provides the TAs information sources, degree of exposure, and perceptions of source credibility.

3-19. Successful cross-cultural communications require the influence practitioner to develop relevant, accurate, appropriate, and meaningful messages. Consequently, ensuring a TA understands the message may mean first increasing the TA's knowledge. For example, consider the SPO *70 percent of the TA registers to vote prior to January 2018*. If the behavior objective of this SPO were introduced to a target audience that had never participated in an open and free election, the target audience may be aware of the messages about voting but have limited understanding of the concept to develop an attitude.

3-20. The audience's likely understanding of an objective's topic should be initially evaluated on a scale of low, medium, or high based off data presented in the TAA. Further, this estimate of understanding should be reported by percentages of the audience. For example, 75 percent of the TA is assessed to have a low understanding of the objective with 25 percent estimated at a medium understanding. These estimations allow for thresholds to be established from which progress is measured. The TAs understanding can be gleaned from knowledge or experiences like the objective topic, becoming a point of reference from which the series can build increased understanding.

Attitude

3-21. Assessing attitude yields sentiment information but if the analysis for awareness and understanding is absent, the cause(s) and motivation(s) underlying that sentiment will not be as robust or comprehensive. Each IPO related to HPEM stages informs the next IPO progressing the influence efforts and providing a feedback loop.

3-22. Understanding the potential for a link between attitude and behavior enables a series to be planned with shaping actions to aid in the achievement of behavioral objectives. Attitude alone may be a weak indicator of eventual behavior change. If an attitude is assessed for a context-specific behavior objective, it can indicate a target audience's preparedness to select one behavior over another under certain circumstances. The goal of the Psychological Operations Soldier is to understand, to the degree possible, the factors (conditions, motivators, culture, and barriers) that affect the intentions of a TA and ability to perform the behavior objective. This understanding is critical for those who want to influence a target audience's decision-making processes.

3-23. Attitude is assessed as negative, neutral, or positive. It can be recorded broadly by these three categories or scaled from negative to positive with zero being neutral, for example: (-1 -2 -3 -4 -5 0 +1 +2 +3 +4 +5). Attitude thresholds are articulated as percentages of TA assessed within a specific range. For example, greater than 50 percent of the TA is assessed to be in an attitudinal range of +2 - +4. The objective determines threshold and effect size for a specific audience. Sometimes, the attitudinal goal might be to move an audience toward a negative attitude or to remain neutral.

3-24. Behavioral indicators of attitude can be direct and indirect. Direct behaviors that indicate an attitude are those with a clear correlation between the objective and the motive of a behavior. Indirect indicators require analysis and experienced judgment to correlate observed behaviors and the objective. Direct

indicators of a negative attitude toward an adversary might be a TA that physically resists adversary efforts, makes specific negative comments on social media, or participates in efforts to support the defeat of an adversary by reporting locations of persons or weapons. Indirect indicators of a positive or neutral attitude toward an adversary could be a TA that moves freely and continues activities of daily life in an area under adversary control. In this indirect example, there could be other explanations, however, the analyst makes a judgment based on what is more likely than not when examined in the context of all available information.

3-25. Experiences, attitudes, intentions, and behaviors are linked. Behavior change can influence a population's overall attitude as it changes the environment or experiences of the population. Attitudes, or how a population thinks and feels about something, may impact their willingness to receive a message or perform a behavior. Further, other factors, such as ideologies, fears, or perceived physical needs can outweigh attitudes that would otherwise support or reject the desired behavior. Overall, attitudes that are directly connected to the desired behavior are more powerful than general sentiments.

Preference

3-26. Preference is most closely related to attitude and is achieved when a target audience's attitude changes to the point of liking one choice more than another. Preference is observed through precursor behaviors such as alignment of TA media selection, information gathering related to the behavior objective, public discourse, and the presentation of the TA's own arguments in support of the objective. The degree of motivation to elaborate, or thoughtfully consider, messages is as important to influence as the strength or weakness of the arguments made in the messages. An audience highly motivated by the likely outcome of the behavior objective will expend more effort to understand the messages presented.

3-27. The attitude required to reach the preference stage may be negative or positive, as both are strong motivators. An audience may have attitudes so negative towards something that they will develop an attitude of preferring to behave in opposition to it. To develop messages that best target an audience along their latitude of acceptance, the influence practitioner needs to assess degrees of susceptibility to a message. The three broad factors that contribute to susceptibility of a message are motivation, culture, and conditions. Degrees of susceptibility vary depending on the number of related beliefs held by the TA, attitude towards an issue dependent on perceived value and relevance.

Intention

3-28. The intention stage is reached when the TA demonstrates or expresses a desire or willingness to perform the behavior of the SPO even when encountering specific barriers to the desired action. Continuing with the example SPO of the TA registering to vote, an example of expressed intention and performance barriers is a member of the target audience asking for assistance in getting to a voter registration site or expressing concerns over security at the registration site. The identified barriers of getting to the voting site, or security concerns, prevent achieving the behavior objective. The planner may have to arrange for transportation or security in addition to messages that complement this action so that the level of perceived control over the performance of the behavior objective remains stable.

3-29. The intentions and perceived behavioral control are assessed to help determine the likelihood of the target audience conducting the behavior. The greater the perceived control the TA has over the behavior, the more accurate the behavior forecast may be.

Behavior

3-30. The behavior stage is the portion of the series between intention and the TA achieving the behavior objective of the SPO to a degree required to be considered successful. It is critical for planners to ensure influence efforts continue until the objective threshold is met. The behavior objective will be written directly from the SPO with the inclusion of threshold information that defines achievement.

3-31. Once the assess activity determines thresholds have been met that determine a behavior objective has been achieved, the effort for that behavior objective is either determined complete, as when the behavior was episodic like casting a vote, or efforts shift to monitoring and reinforcement. If the behavior objective is a behavior that needs to be sustained a new series may be developed to reinforce the achieved behavior and monitor the TA for any deviation.

3-32. Accuracy in identifying when an objective has been achieved to a level that warrants shifting efforts to the next objective relies on capturing and recording the following:

- Criteria (indicators and thresholds).
- Baseline data.
- Recommended timelines to achieve thresholds.
- Collection methods.
- Data sources.
- Data collectors.
- Reporting mechanisms.
- Collection frequency.
- Evaluation methods.
- Direction of desired change.
- Results.
- Evaluation of threshold achievement.
- Recommendations.

Chapter 4
Research

As previously stated at the beginning of this publication, assessment determines progress toward accomplishing a task, creating a condition, or achieving an objective. Any determination of progress requires an understanding of the desired end-state, the starting position, and indicators of change. Research, in the context of the assess activity, is the effort of systematically and continually gathering information to provide the understanding needed to measure progress. This chapter examines research conducted as part of military processes and how these processes provide a methodology of research applicable to assessment.

RESEARCH IN MILITARY PROCESSES

4-1. Research begins with questions derived from the objective, an analysis of what is known, and an estimate of what needs to be known to answer the research questions and meet the objective. The objective provides the research topic, while the unknown provides the gaps that guide the research effort. During the military decision-making process (MDMP) and the joint planning process, Soldiers conduct research to gather information about the mission and OE, to include current behaviors that hinder, facilitate, or have no effect on operations and the potential TAs who may exhibit those behaviors.

4-2. While conducting mission analysis, Soldiers research to gain a deeper understanding of the OE, including political, military, economic, social, information, infrastructure, physical environment, and time (PMESII-PT) factors that may impact the mission. They gather information on the capabilities and intentions of any potential adversaries or allies. During the center of gravity analysis, military planners identify the critical factors that support the adversary's ability to operate effectively and determine how to undermine or attack those factors. In each of these examples, research remains focused on the objective.

4-3. Analysts use clearly defined objectives in gap analysis to determine the relevance and breadth of information gathered during research. For the Psychological Operations Soldier, this means addressing gaps relating to objectives, MOPs, and MOEs. A systematic approach to research, employing thoughtful design and methods, enables the consideration of information through various perspectives and that the approach is purposeful and focused.

4-4. Unfocused research increases the risk of fixating on superficial data and leaving information gaps unfilled. Further, understanding what research has been done to date provides Psychological Operations Soldiers with a baseline to determine what additional research is necessary without duplicating efforts. For example, the commander's staff conducts research to understand the OE. There may be no need to duplicate this effort, but Psychological Operations Soldiers need to know where to find information on the OE and determine its relevance to influence.

4-5. Research may be conducted simultaneously within various staff functions and at multiple echelons emphasizing the value of coordination and collaboration between Psychological Operations staff and other staff elements. Psychological Operations should be integrated early within planning teams for mission specific analysis. The ability to articulate influence objectives in terms that align directly with command objectives and staff processes increases interoperability with various staff elements. This also increases command understanding of the influence effort as it relates to command priorities.

RESEARCH DESIGN

4-6. The research purpose (why the information is needed) drives the research design. The design supports answering research questions. Design considerations include type of data (qualitative or quantitative), sources of data (primary or secondary), research methodology, and research methods based on the research purpose and question. Research methodology is the strategy or framework for conducting research and includes how to reach the target audience, sampling size and procedure, and how to gather and analyze data. In permissive environments, research methods such as observation, questionnaire, and interview provide techniques, procedures, and tools for collecting, analyzing, and interpreting data. In hostile and uncertain environments,

research may be primarily intelligence driven. Whatever the case, research design will likely involve multiple research methods.

4-7. Data is collected from primary and secondary sources. Primary data is collected directly from the main object of analysis or target audience and is designed to answer specific research questions. Secondary data is information from existing or previously conducted research and analysis. Good research design ensures that the data will help to answer the research question more effectively. The research methods selected depend on the research goal.

4-8. The assessment process often requires using primary and secondary research and data sources. Multiple data sources and methods provide a more robust analysis that potentially increases the credibility of any findings. Relying on a single method or data source in a complex environment may increase the risk of inaccurate or incomplete findings. Research designed to answer a specific question—by directly asking the target audience is an example of primary source research. This offers Psychological Operations Soldiers more control and options in designing and conducting the research. Secondary data is a more indirect data collection approach since data is gathered and extracted from existing reports, databases, or other activities such as situation reports, studies, or mission update briefs. Secondary data can help pinpoint or define research questions, and data needs, as well as enhance, complement, and/or corroborate primary data. Soldiers may have to rely solely on secondary data, especially in non-permissive environments, where it may be the only source of information available. In addition, secondary data may be more heavily relied upon in austere or combat environments due to communication difficulties, access, and rapidly changing conditions.

4-9. During research design, the Psychological Operations Soldier considers which research methods and data types (primary or secondary and qualitative or quantitative) best support the research purpose and questions. The Psychological Operations Soldier identifies secondary data sources, analyzes the existing information, and determines the relevance of the research question. The Psychological Operations Soldier also determines if a need for primary research is necessary and what methods will best answer the research question. After choosing research methods for primary data collection, the Psychological Operations Soldier determines how to reach the target audience and record the data.

RESEARCH PLANNING

4-10. Research planning is imbedded within Step 3, 4, and 5 of the Assessment Process. Planning research includes considerations for collecting information and intelligence, analyzing information, and documenting/communicating results. The Psychological Operations Soldier first identifies questions that need answering. These questions can be associated with the commander or operation objectives, or they could be associated with the influence objectives MOP and MOE. Developing a research plan follows a cyclic pattern of plan, prepare, research, produce, and archive, as detailed in segment box on page 29.

RESEARCH METHODS

4-11. Research methods include, but not limited to, observation, interview, focus group, questionnaire, tracking usage, or examining existing intelligence, databases, or other sources. Psychological Operations Soldiers utilize multiple research methods as appropriate for answering the research question(s). Research methods typically fall into the two categories of qualitative and quantitative. The research purpose and questions guide which research method(s) to use.

4-12. Quantitative research methods measure variables and test hypotheses yielding data that is numbers-based, countable, or measurable through instrumentation and/or statistical or mathematical analysis. Quantitative examples include experimental research and survey research (such as, Likert scales or questionnaires with specified responses choices). Quantitative data tells us how many, how much, how often, or how effective in calculations. The researcher uses statistical analysis to understand quantitative data relationships and patterns to include averages, correlations, probabilities, and regression. Quantitative research generally uses deductive reasoning where a general idea is studied working toward specific conclusions.

Research Planning Cycle

1. **Plan.** Identify objectives and articulate questions to fill information gaps.
2. **Prepare.** Coordinate resources, deconflict efforts, and develop research design.
3. **Research.** Examine secondary data such as existing indexed research, operational resources, classified intelligence, organic open-source research platforms, and open-source research. Submit requests for information, as needed. Choose and execute selected primary data source methods. Maintain a research log to report findings.
4. **Analyze.** Conduct data analysis and apply findings to research questions, measure of performance, and/or measure of effectiveness.
5. **Produce.** Develop reports. Catalog unanswered questions, submit requests for information, and articulate additional research questions.
6. **Archive.** Index recent research, conduct research after actions review, revise research plan.

4-13. Qualitative research methods study issues in depth and detail where the researcher plays a role as an instrument (for example, researcher-as-instrument) and looks for meaning or explanation. Qualitative examples include focus groups, interviews, and case study. Qualitative data is descriptive and narrative. It aims to capture what people say about the issues being studied and includes quotations, observations, and document excerpts. It provides details into someone else's experiences in their own words. Evaluating qualitative data requires inductive reasoning and some interpretation by the researcher, taking specific observations and building toward general patterns. Qualitative data can help the researcher understand why, how, or what happened behind certain behaviors.

4-14. To better understand the relationship between qualitative and quantitative data in research the following example examines survey research. A survey collects data from participants who respond to a series of questions about behaviors and opinions, often in the form of a questionnaire or an interview. The standard survey format allows individuals a level of anonymity in which they can express personal ideas. A survey is provided to a sample of a larger specific population. After determining how to sample the population (that is, the sampling procedure) and selecting participants, the researcher develops a specific plan to ask questions and record responses.

4-15. A common survey instrument is a questionnaire. Participants often answer a series of closed-ended questions. The researcher might ask yes-or-no or multiple-choice questions (forced response) where participants choose the response that best fits them. This kind of questionnaire collects data that can be numerated (quantitative) and statistically analyzed into percentages or other statistical relationships.

4-16. Questionnaires can also ask more complex questions beyond "yes," "no," or checkbox options. These types of inquiries use open-ended questions that require short answer or essay responses either in writing or through verbal conversation. These inquiries provide more in-depth or detailed information about an issue or subject such as personal religious beliefs, political views, goals, or morals. This type of personal explanation is descriptive and narrative qualitative data. The researcher often receives or obtains a wide range of responses. Consequently, qualitative data may be harder to organize and tabulate. However, organizing extensive and detailed information into themes or contextual relationships, offers a more in-depth or nuanced analysis. Qualitative data that is thematically organized can also be analyzed for trends over time. The themes can be numerated, that is, converted to quantitative data. This requires clearly recording which narrative comments constitute a particular theme. The assessment team determines rules or criteria for inclusion into a theme.

RESEARCH OBSTACLES

4-17. This section will briefly examine these obstacles and provide mitigation considerations. Bias and noise are obstacles to research that must be mitigated through awareness and understanding. Bias occurs when past experiences or beliefs impact how or what you research. Bias can manifest itself in ways as simple as past browsing history that results in an algorithm directing you to data like past findings. Bias is best mitigated by first recognizing it and then thinking critically about the research question, objective, and target audience. This entails examining each problem set or question from multiple viewpoints or perspectives and addressing ways that bias may be present in research.

4-18. Noise is a result of information quantity, or information overload. Discerning between relevant and irrelevant information requires continuously revisiting the original research question and related objective. Sifting and sorting information is a critical skill for researchers. The digital environment has increased information volume and transmission speed influencing a person's attention to and analysis of information sources, credibility, reliability, and validity. In addition, identifying sources of and objectives for information outputs may be challenging if noise is intentionally injected into the information environment to distract critical examination of a topic.

4-19. It is impossible to remove all bias from research. However, awareness, planning, and actively practicing mitigation strategies results in greater accuracy and increased relevancy of findings. The following segment in an overview of examples of bias in research and strategies for reducing bias.

Examples of Bias

Cognitive bias. Errors in a person's thinking that result from how information is processed. Types of cognitive bias include the following:

- **Anchoring bias.** When the first piece of information received is given excessive weight or value and it becomes a reference point (anchor) for future information.
- **Availability heuristic.** A common strategy for making judgments about likelihood of occurrence in which the individual bases such judgments on the salience of the information held in their memory.
- **Confirmation bias.** Tendency to gather information confirms existing expectations and rejecting or dismissing information that contradicts those beliefs.
- **Framing effect.** How information is presented (positively or negatively) can influence our opinion and decisions.
- **Fundamental attribution error.** Attributing behavior more to internal factors such as personal characteristics as opposed to external or situational factors.
- **Hindsight bias.** The tendency, after an event has occurred, to overestimate the extent to which the outcome could have been foreseen.
- Others to include self-serving bias, inattentional blindness, loss aversion, gambler's fallacy, availability cascade, and bandwagon effect.

Interviewer bias. Refers to an interviewer's expectations, beliefs, and prejudices as they influence the interview process and the interpretation of the data it provides.

Publication bias. The tendency for study results that are published in journals or other outlets to differ from study results that are not published.

Researcher bias. When the researcher's beliefs or expectations influence the research design, data collection, or data interpretation.

(continued on next page)

Types of Bias (continued)

Response bias. When participants provide inaccurate, false, or misleading information. Types of response bias include the following:

- **Acquiescence bias.** Participant tendency to answer or respond positively, also called yea-saying; the opposite is nay-saying.
- **Extreme responding.** Choosing the lowest or highest responses available.
- **Question order bias.** When the order of questions influences participant responses by providing context to other questions that could influence responses
- **Recall bias.** Inaccurate reporting can occur when participants must remember past events.
- **Social desirability bias.** When participants provide responses or behave in ways they believe will be favorably viewed or assessed by the researcher.
- Others include courtesy bias, demand characteristics, halo effect, Hawthorne effect, and neutral responding.

Selection bias. Factors that affect the study population; types include the following:

- **Attrition bias.** When those who drop out of a study systematically differ from those that remain.
- **Nonresponse bias.** Differences with those who decline to participate or drop out early that may be relevant to the research goals.
- **Sampling bias.** The sample selected in not representative of the population.
- **Self-selection bias.** When those who volunteer for a study have a particular characteristic or interest that influences the study.
- **Survivorship bias.** Only analyzing the data from those that complete the intervention or study.

Recommended Reading

These websites and publications contain relevant supplemental information. All websites accessed 23 December 2024.

ATP 2-33.4. *Intelligence Analysis.* 20 January 2020. https://armypubs.army.mil.

American Psychology Association Dictionary of Psychology. https://dictionary.apa.org/.

Merriam-Webster Online Dictionary. https://www.merriam-webster.com.

4-20. Strategies for reducing bias include the following:

- Clearly explaining research design and its relationship to the objectives.
- Choose the appropriate sampling method for the research design.
- Triangulate data to enhance credibility and validity in findings.
- How much information is needed to understand the objective or research subject?
- What details need evaluating to understand the objective or research subject?
- Record detailed information on who participated.
- Identify detailed information about who did not participate that may have relevance to the objectives. Include reasons for non-participation.
- Outline gaps and limitations in research such as remaining questions and audiences that need addressing.
- Keep a log of information sources that includes reference citations, who, when, where, what, why, facts, assumptions, and synopsis of relevance to the objective(s).

- When reviewing existing research, ask the following questions:
  - Is it relevant and appropriate to my research question(s) and objective(s)?
  - Is the source credible, reliable, and valid?
  - Is the research comprehensive, current, a review of the literature, or foundational for the subject?
- Consider the following questions to ask during research design and analysis:
- Is there clarity in statements, wording, and interpretation?
- What questions are being asked and why?
- Is there sufficient data or information to support the research, analysis, claim, or outcome?
- Are there alternative questions, interpretations, resources?
- What assumptions and/or inferences are made?
- What are or might be the implications and consequences for this research and analysis?

RESEARCH AND ASSESSMENT

4-21. The assessment process is anchored by the framework of the influence process. Likewise, research for assessing influence is guided by the POs, SPOs, and IPOs of the influence process. The influence process objectives help identify the research questions that need answers. By starting with the objective, the researcher can identify what is known and what gaps need to be filled through research. After articulating the questions, a design plan takes shape and is based on the methods best suited to discover indicators of TA progression or regression related to the objective.

4-22. Measures of performance answer the question *was a task performed properly or correctly*? MOP may be simple yes/no answers or quantitative, depending on the relevant questions asked. Examples of MOP include was the appropriate TA selected, did the TA understand the message as intended, the frequency of exposure to an influence message, or completion of an action for psychological effect. The research design for MOP can rely heavily on secondary methods as reports from others will answer many of the research questions related to performance. MOE are more focused on assessing the overall success of the operation in achieving its broader objectives. Indicators of effectiveness rely on both primary and secondary sources to provide qualitative and quantitative data for determining progress. MOP informs analysts about proper task execution, where MOE indicates whether it made a difference.

4-23. POs, SPOs, and IPOs of a series are written with defined thresholds of success. Research design should consider these thresholds when determining methods. Research design is MOE-centric and heavily focused on determining progress toward achieving objectives. The design may use quantitative and/or qualitative assessment depending on the objective, questions, and the information that best measures or assesses progress. For example, if an IPO threshold is a percentage of a TA exhibiting X-specific behavior, then the research question would be, what percentage of the population successfully exhibited that behavior. The research methods selected would intend to identify quantitative data reportable as indicators of effectiveness, for example: an observational count of those exhibiting the behavior. In contrast, if the researcher wants to understand if a TAs attitude is shifting toward X-specific behavior then qualitative data is required which changes the research method. Obtaining this data might entail forming a focus group that asks questions about knowledge, beliefs, or behaviors related to the X-specific behavior or outcomes, thus providing indicators that attitudes are shifting.

4-24. This qualitative data is descriptive and, through analysis, may be categorized based on similar TA response patterns to create a quantitative measure of effectiveness. Attitudes can be measured using a yes/no response or a Likert scale (strongly agree to strongly disagree) which can be categorized and statistically analyzed. However, additional qualitative data may be necessary to understand these responses in more detail or to confirm data findings. Attitudes can also be measured by quantitatively measuring other indicative behaviors, behaviors that suggest a specific attitude, but qualitative measures will be required to confirm the data findings.

RESEARCH TERMINOLOGY

4-25. The following segment is intended to provide a familiarization to language one is likely to encounter while conducting research for assessment. Resource citations are provided for reference or further study.

Research Terminology

Assumption. A fact or statement taken for granted (Mirriam-Webster); a belief or idea taken as true even without proof or evidence; an unexamined belief.

Case study. An in-depth investigation of a single individual, family, event, or other entity. Multiple types of data (psychological, physiological, biographical, environmental) are assembled to understand an individual's background, relationships, and behavior.

Epistemology. The branch of philosophy concerned with the nature, origin, and limitations of knowledge. It is also concerned with the justification of truth claims. There are three levels, which include the following:

- **Objectivism.** Objects have a truth and meaning independent of consciousness or experience.
- **Constructionism.** Knowledge depends on interactions between humans and the world, the subject constructs reality of objects.
- **Subjectivism.** Meaning exists within the subject and it is the subject that imposes meaning on an object.

Experimental research. Research utilizing randomized assignment of participants to conditions and systematic manipulation of variables with the objective of drawing causal inference.

Inference. A conclusion or opinion formed because of known facts or evidence (Mirriam-Webster); in statistics, a conclusion about a population based on logical reasoning from data gathered on a smaller population (American Psychology Association [APA] Dictionary of Psychology).

Interview. A directed conversation in which a researcher, therapist, clinician, employer, or the like (the interviewer) intends to elicit specific information from an individual (the interviewee) for purposes of research, diagnosis, treatment, or employment. Conducted face to face, by telephone, or online, interviews may be either standardized, including set questions, or open ended, varying with material introduced in responses by the interviewee. Their reliability is of particular concern, and interviewers must be careful to minimize or eliminate personal judgment and biases in evaluating responses. Interview methods include the following:

- **Focus group.** An interview with a small group (typically 6-10 people) on a specific topic to obtain detailed data in a social context.
- **Group interview.** An unstructured, informal group conversation.
- **Cross-cultural interview.** Interviewing individuals from a different cultural group than the interviewer, often in the participants' home country or region.

Research methodology. The strategy or framework for conducting research and includes how to reach the target audience, sampling size and procedure, and how to gather and analyze data.

Sampling. The process of selecting for study a limited number of units from a larger set. The term most often refers to the selection of respondents, observations, or cases for inclusion in experiments, surveys, interviews, or other research.

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Research Terminology (continued)

Triangulation. Using different kinds of methods or data to strengthen a study; this could be different data sources, different researchers of evaluators, using multiple perspectives to interpret or evaluate data, or using multiple methods in a research project (interviews and observations).

Warrant. Explanations that connect data or other types of evidence to a particular claim or assertion; logical argument, supported by evidence, demonstrating the validity of a conclusion; an explanation of how the example serves as evidence.

References

All websites accessed on 23 December 2024.

WEBSITES

American Psychology Association Dictionary of Psychology. https://dictionary.apa.org/.

Merriam-Webster Online Dictionary. https://www.merriam-webster.com.

Glossary

The glossary lists acronyms and terms with Army or joint definitions. Where Army and joint definitions differ, (Army) precedes the definition.

SECTION I – ACRONYMS AND ABBREVIATIONS

ADP	Army doctrine publication
ATP	Army techniques publication
CCIR	commander's critical information requirement
DA	Department of the Army
FM	field manual
HPEM	hierarchy of psychological effects model
IPO	intermediate psychological objectives
JP	joint publication
METT-TC (I)	mission, enemy, terrain, troops, time, civilian considerations, and informational considerations
MISO	military information support operations
MOE	measure of effectiveness
MOP	measure of performance
OE	operational environment
PO	psychological objectives
SMART	specific, measurable, achievable, relevant, and timely
SPO	supporting psychological objectives
ST	special text
TA	target audience
TAA	target audience analysis
TAAW	target audience analysis worksheet
TM	technical manual

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All websites accessed on 23 December 2024.

REQUIRED PUBLICATIONS

These documents must be available to intended users of this publication.

DOD Dictionary of Military and Associated Terms. 15 February 2025.

FM 1-02.1. *Operational Terms.* 28 February 2024

FM 1-02.2. *Military Symbols.* 23 January 2025.

RELATED PUBLICATIONS

These documents contain relevant supplemental information.

JOINT PUBLICATIONS

Most joint publications are available online at: https://jdeis.js.mil/

JP 3-0. *Joint Campaigns and Operations*. 18 June 2022.

JP 5-0. *Joint Planning*. 1 December 2020

ARMY PUBLICATIONS

Most Army publications are available online at: https://armypubs.army.mil.

ADP 2-0. *Intelligence.* 31 July 2019.

ADP 5-0. *The Operations Process*. 31 July 2019.

ATP 2-01. (U) *Collection Management.* 17 August 2021.

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FM 3-53. *Military Information Support Operations.* 4 January 2013.

FM 5-0. *Planning and Orders Production.* 4 November 2024.

FM 6-0. *Commander and Staff Organization and Operations.* 16 May 2022.

FM 6-27/MCTP 11-10C. *The Commander's Handbook on the Law of the Land Warfare.* 7 August 2019.

TM 3-53.11. *Influence Process Activity: Target Audience Analysis.* 9 February 2024.

ST 33-01. *Military Information Support Operations Process.* 14 April 2025.

Note. Most Army special operations forces (ARSOF) publications are available on the ARSOF Doctrine Library found on the USAJFKSWCS SharePoint at https://socom.sharepoint-mil.us/sites/usasoc-swcs-hq-dotd-lde. For organizations without access to the USAJFKSWCS SharePoint that require this ST, please send a request to Commander, United States Army John F. Kennedy Special Warfare Center and School, USAJFKSWCS, Psychological Operations Doctrine Division, Psychological Operations Proponent, ATTN: AOJK-POD, 3004 Ardennes Street, Stop A, Fort Bragg, NC, 28310-9610; or by e-mail to AOJK-POD@socom.mil.

PRESCRIBED FORMS

This section contains no entries.

REFERENCED FORMS

Unless otherwise indicated, DA forms are available on the Army Publishing Directorate website at https://armypubs.army.mil. DD forms are available on the Executive Services Directorate website at https://www.esd.whs.mil/Directives/forms/.

DA Form 2028. *Recommended Changes to Publications and Blank Forms*.

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The Craft of Research. Booth, W.C., Colomb, G.G., & Williams, J.M. The University of Chicago Press. Chicago, IL. 2008.

The Foundations of Social Research: Meaning and Perspective in the Research Process. Crotty, M. Sage Publications. London. 1998.

The Miniature Guide to Critical Thinking: Concepts and Tools (5th ed). Paul, Richard and Elder, Linda. Foundation for Critical Thinking Press. 2018.

RECOMMENDED WEBSITES

These websites contain relevant supplemental information. All websites accessed 23 December 2024.

American Psychology Association Dictionary of Psychology. https://dictionary.apa.org/.

Merriam-Webster Online Dictionary. https://www.merriam-webster.com/.

TM 3-53.15

25 April 2025

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