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Monterey, California: Naval Postgraduate School

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**MONTEREY, CALIFORNIA**

**THESIS**

**PSYOP NEEDS MORE SCIENCE: THE ROOT CAUSE OF  
THE BRANCH'S DIFFICULTIES WITH ASSESSMENT**

by

Brian R. Horvath  
Jeffrey H. Sharpe

December 2013

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Robert Burks  
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**PSYOP NEEDS MORE SCIENCE: THE ROOT CAUSE OF THE BRANCH'S  
DIFFICULTIES WITH ASSESSMENT**

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## **ABSTRACT**

The Psychological Operations (PSYOP) branch has the unique responsibility for nesting assessment into every Military Information Support Operation it conducts. This critical element of PSYOP's operational design is capable of demonstrating psychological effects, identifying behavioral changes, eliminating ineffective programs, and facilitating continuous methodological improvement. Unfortunately, the PSYOP community has struggled for decades with providing valid assessments of psychological operations. Recently, numerous sources have admonished the branch for failing to deliver valid or reliable assessments. Drawing from organizational theory, this thesis develops the Dynamic Capability Alignment Model that supports the PSYOP branch's development of an officer with the professional educational foundation to conduct the core task: assess. The model provided a structured/focused question framework for analyzing the branch's officer selection, training, career progression, and operational design in an attempt to identify the root cause for the community's failure to deliver reliable assessments. The analysis identified the absence of a sound scientific foundation as the root cause of PSYOP's inability to conduct assessment. This fundamental problem is exacerbated by inadequate academic selection criteria and the existence of numerous organizational challenges. This thesis concludes with recommendations for establishment of the appropriate scientific and professional educational foundation for the PSYOP branch to execute its new core task: assess.



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# TABLE OF CONTENTS

<b>I.</b>	<b>INTRODUCTION.....</b>	<b>1</b>
<b>A.</b>	<b>RELEVANCE .....</b>	<b>1</b>
<b>B.</b>	<b>CHANGE AND CONFUSION .....</b>	<b>3</b>
<b>C.</b>	<b>CLARITY OF LANGUAGE .....</b>	<b>5</b>
<b>D.</b>	<b>APPROACH TO RESEARCH.....</b>	<b>6</b>
<b>E.</b>	<b>HYPOTHESES AND METHODOLOGY.....</b>	<b>6</b>
	1. Hypotheses .....	6
	a. <i>Recruiting and Selection.....</i>	7
	b. <i>Academic Content .....</i>	7
	c. <i>Organizational Systems.....</i>	7
	2. Methodology .....	7
<b>F.</b>	<b>OVERVIEW AND CONCLUSION .....</b>	<b>9</b>
	1. Overview .....	9
	2. Conclusion .....	9
<b>II.</b>	<b>LITERATURE REVIEW .....</b>	<b>11</b>
<b>A.</b>	<b>RELEVANCE .....</b>	<b>11</b>
<b>B.</b>	<b>EVALUATION OF PSYOP MOE AND ASSESSMENT .....</b>	<b>12</b>
	1. Chronological Complaints 2002–2013.....	12
	2. One Common Fault: MOP Versus MOE.....	20
<b>C.</b>	<b>SCIENTIFIC METHOD AND SCIENCE CONCEPTS.....</b>	<b>21</b>
	1. Social Inquiry .....	21
	2. Research Craft .....	21
	3. Nonsense on Stilts.....	22
	4. Children’s Television .....	23
<b>D.</b>	<b>ORGANIZATIONAL THEORIES.....</b>	<b>25</b>
	1. Mintzberg’s Framework for Organizational Coordination.....	25
	2. Galbraith’s Star Model.....	28
	3. Education and Organizations .....	30
	4. Reward Systems .....	33
	5. Psychological Contracts.....	34
<b>E.</b>	<b>WAGING PSYCHOLOGY.....</b>	<b>35</b>
	1. Theory of Reasoned Action .....	35
	2. Alternate and Unifying Theories .....	38
	3. Measuring .....	41
<b>F.</b>	<b>TEACHING PSYCHOLOGY .....</b>	<b>42</b>
<b>G.</b>	<b>ACADEMIC PUBLISHING .....</b>	<b>43</b>
<b>H.</b>	<b>MODEL: MILITARY ORGANIZATION CONDUCTING FIELD EXPERIMENTS IN APPLIED PSYCHOLOGY.....</b>	<b>45</b>
	1. Research Premise .....	45
	2. The Dynamic Capability Alignment Model.....	47
	3. Moving through the Model to Conduct Assessment.....	48
	a. <i>Initial People Practices .....</i>	48

	<i>b.</i>	<i>Military Career Progression .....</i>	<i>49</i>
	<i>c.</i>	<i>Dynamic Academic Development.....</i>	<i>51</i>
	<i>d.</i>	<i>Linking It Together.....</i>	<i>52</i>
<b>III.</b>		<b>EDUCATIONAL FOUNDATIONS .....</b>	<b>53</b>
	<b>A.</b>	<b>EVALUATING POSTGRADUATE PSYCHOLOGY PROGRAMS .....</b>	<b>53</b>
	<b>1.</b>	<b>Establishing the Appropriate Criteria .....</b>	<b>53</b>
	<b>2.</b>	<b>What Qualification Does Each Institution Claim to Provide? .....</b>	<b>55</b>
	<i>a.</i>	<i>USAJFKSWCS.....</i>	<i>55</i>
	<i>b.</i>	<i>Fordham.....</i>	<i>56</i>
	<i>c.</i>	<i>Clemson .....</i>	<i>56</i>
	<i>d.</i>	<i>University of Wisconsin-Stout .....</i>	<i>57</i>
	<i>e.</i>	<i>Analysis.....</i>	<i>58</i>
	<b>3.</b>	<b>What Undergraduate Degrees Does Each Institution Require Prior to Acceptance?.....</b>	<b>59</b>
	<i>a.</i>	<i>USAJFKSWCS.....</i>	<i>59</i>
	<i>b.</i>	<i>Fordham.....</i>	<i>61</i>
	<i>c.</i>	<i>Clemson .....</i>	<i>62</i>
	<i>d.</i>	<i>Stout.....</i>	<i>62</i>
	<i>e.</i>	<i>Analysis.....</i>	<i>62</i>
	<b>4.</b>	<b>What Undergraduate Academic Curricula Requirements Does Each Institution Promulgate? .....</b>	<b>63</b>
	<i>a.</i>	<i>USAJFKSWCS.....</i>	<i>63</i>
	<i>b.</i>	<i>Fordham.....</i>	<i>64</i>
	<i>c.</i>	<i>Clemson .....</i>	<i>65</i>
	<i>d.</i>	<i>Stout.....</i>	<i>65</i>
	<i>e.</i>	<i>Analysis.....</i>	<i>65</i>
	<b>5.</b>	<b>What Elements Does Each Institution Publish as Relevant to the Application Process? .....</b>	<b>66</b>
	<i>a.</i>	<i>USAJFKSWCS.....</i>	<i>67</i>
	<i>b.</i>	<i>Fordham.....</i>	<i>67</i>
	<i>c.</i>	<i>Clemson .....</i>	<i>68</i>
	<i>d.</i>	<i>Stout.....</i>	<i>68</i>
	<i>e.</i>	<i>Analysis.....</i>	<i>68</i>
	<b>6.</b>	<b>What are the Descriptive Statistics Concerning Undergraduate and Graduate Performance Measures of Individuals at Each Institution?.....</b>	<b>69</b>
	<i>a.</i>	<i>USAJFKSWCS.....</i>	<i>70</i>
	<i>b.</i>	<i>Fordham.....</i>	<i>71</i>
	<i>c.</i>	<i>Clemson .....</i>	<i>72</i>
	<i>d.</i>	<i>Stout.....</i>	<i>72</i>
	<i>e.</i>	<i>Analysis.....</i>	<i>72</i>
	<b>7.</b>	<b>What are the Requirements for Graduation, Certification, or Credentialing? .....</b>	<b>73</b>
	<i>a.</i>	<i>USAJFKSWCS.....</i>	<i>73</i>
	<i>b.</i>	<i>Fordham.....</i>	<i>73</i>

	<i>c. Clemson</i>	74
	<i>d. Stout</i>	74
	<i>e. Analysis</i>	75
8.	<b>What are the Governing Bodies that Provide Each Institution its Accreditation?</b>	75
	<i>a. USAJFKSWCS</i>	76
	<i>b. Fordham</i>	76
	<i>c. Clemson</i>	76
	<i>d. Stout</i>	77
	<i>e. Analysis</i>	77
9.	<b>What Curricular Content Does Each Institution Provide Its Students?</b>	77
	<i>a. USAJFKSWCS</i>	78
	<i>b. Fordham</i>	81
	<i>c. Clemson</i>	82
	<i>d. Stout</i>	82
	<i>e. Analysis</i>	83
<b>B.</b>	<b>EDUCATIONAN SUMMARY TABLE</b>	<b>84</b>
<b>IV.</b>	<b>ORGANIZATIONAL ANALYSIS</b>	<b>87</b>
<b>A.</b>	<b>UNDERSTANDING THE ORGANIZATIONAL FRAMEWORK</b>	<b>87</b>
<b>B.</b>	<b>IDENTIFYING ORGANIZATIONAL CHALLENGES WITH ASSESSMENT</b>	<b>88</b>
1.	<b>Does PSYOP Branch Have Sufficient Alignment between Organizational Strategy and People Practices to Perform the New Core task: assess?</b>	<b>90</b>
	<i>a. POQC to Doctrine Alignment</i>	<i>91</i>
	<i>b. Doctrine to MISOC Alignment</i>	<i>92</i>
	<i>c. MISOC to POQC Alignment</i>	<i>93</i>
	<i>d. Analysis</i>	<i>94</i>
2.	<b>Does PSYOP Branch Have the Correct Organizational Configuration Elements to Deliver its Promise of Assessments of any Psychological Effect?</b>	<b>95</b>
	<i>a. The MISOC is a Machine Bureaucracy</i>	<i>96</i>
	<i>b. The MISOC is an Adhocracy</i>	<i>97</i>
	<i>c. The MISOC is a Professional Bureaucracy</i>	<i>98</i>
	<i>d. Analysis</i>	<i>99</i>
3.	<b>Does the Educational Content of the PSYOP Branch’s Initial Training Support the Branch’s Technological Job Requirement to Conduct Assessments?</b>	<b>100</b>
4.	<b>Does PSYOP Branch’s Career Educational Development Support the Delivery of Appropriate Assessment Oriented Competencies during an Officer’s Career?</b>	<b>102</b>
	<i>a. Supervisory Tasks</i>	<i>102</i>
	<i>b. Planning and Strategic Tasks</i>	<i>103</i>
	<i>c. Analysis</i>	<i>105</i>

5.	Is the Reward System in PSYOP Free from Elements of Folly or Ethical Ambivalence during the Conduct of Assessments? ....	105
a.	<i>Folly</i> .....	105
b.	<i>Ethical Ambivalence</i> .....	106
6.	Does PSYOP Branch Deliver on Its Psychological Contracts? ...	108
a.	<i>The Promise</i> .....	108
b.	<i>The Results</i> .....	109
C.	ORGANIZATION SUMMARY TABLE .....	110
V.	CONCLUSION .....	113
A.	ANALYSIS OF HYPOTHESES.....	113
1.	Sub Hypothesis 1 .....	113
2.	Sub Hypothesis 2.....	113
3.	Sub Hypothesis 3.....	114
4.	Main Hypothesis.....	114
5.	Why Does the PSYOP Branch Struggle with MOE or Assessment? .....	115
B.	CORRECTIVE MEASURES .....	115
1.	USAJFKSWCS.....	115
2.	Selectivity .....	116
3.	Career Educational Development .....	117
C.	RECOMMENDED CONTINUATION RESEARCH .....	118
1.	Demographic Fidelity .....	118
2.	Curricular Load Limitations .....	118
3.	Nascent Methodology.....	118
D.	CONCLUDING REMARKS .....	119
	LIST OF REFERENCES .....	121
	INITIAL DISTRIBUTION LIST .....	127

## LIST OF FIGURES

Figure 1. Current Doctrine and Terminology Used .....	4
Figure 2. Reaching Adhocracy: Stress in three of Mintzberg’s Configurations .....	27
Figure 3. Galbraith’s Star Model. ....	29
Figure 4. Daft’s Departmental Technologies Matrix .....	31
Figure 5. Schein’s Dynamic Model Matching Organization to Individual .....	32
Figure 6. Fishbein and Ajzen’s 2010 Reasoned Action Model .....	36
Figure 7. PSYOP and the Scientific Method .....	46
Figure 8. Dynamic Capability Alignment Model for the New Core task: Assess .....	47
Figure 9. Elements of the Initial People Processes .....	53
Figure 10. Histogram of Recent POQC Officer Undergraduate Degrees .....	61
Figure 11. Current POQC Officer Undergraduate GPA Distribution .....	71
Figure 12. Organizational Entities of the PSYOP Branch .....	87
Figure 13. Dynamic Capability Alignment Model and PSYOP Organizational Entities .....	89

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## LIST OF TABLES

Table 1. Summary of Focus Questions by Institution.....	86
Table 2. Summary of Organizational Theory Analysis .....	112



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## LIST OF ACRONYMS AND ABBREVIATIONS

ABET	Accreditation Board for Engineering and Technology
AO	area of operations
ATL	Adaptive Thinking and Leadership
CG	Commanding General
COM	Chief of Mission
CORE	Common Operational Research Environment
DCAM	Dynamic Capability Alignment Model
DOD	Department of Defense
ELM	Elaboration Likelihood Model
EXSUM	executive summary
FARC	Revolutionary Armed Forces of Colombia
FAQ	frequently asked question
FM	field manual
GAO	Government Accountability Office
GPA	grade point average
GRE	Graduate Record Exam
HN	host nation
HRC	Human Resources Command
ILE	intermediate level education
IO	Information Operations
ISAF	International Security Assistance Force
JP	joint publication
MEG	MISOC Effects Group
MILPER	Military Personnel Message
MISB	Military Information Support Battalion
MISG	Military Information Support Group
MISO	Military Information Support Operations
MISOC	Military Information Support Operations Command
MOA	measures of activity
MOE	measures of effectiveness

MOP	measures of performance
MSCHE	Middle States Commission on Higher Education
OE	operational environment
OEF-AFG	Operation Enduring Freedom-Afghanistan
PO	Psychological Operations
POAS	PSYOP Assessment and Selection
POG	Psychological Operations Group
POI	program of instruction
POQC	PSYOP Officer Qualification Course
SFC	Sergeant First Class
SGT	Sergeant
SLE	senior leader engagement
SO	special operations
SOP	standard operating procedure
SSC	Senior Service College
TA	target audience
TPB	Theory Planned Behavior
TRADOC	Training and Doctrine Command
TSOC	Theater Special Operations Command
TTP	tactics, techniques, and procedures
UCMJ	Uniform Code of Military Justice
USAJFKSWCS	United States Army John Francis Kennedy Special Warfare Center and School
USASOC	United States Army Special Operations Command
USG	United States Government

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# I. INTRODUCTION

## A. RELEVANCE

Assessment of the effectiveness of military operations is a universally challenging endeavor. Unlike most military branches that wrestle with the concept as merely an aspect of combat operations, Psychological Operations (PSYOP) branch has specifically claimed responsibility for conducting a wide array of assessments in every Military Information Support Operation (MISO) it conducts. The branch further specifies that all PSYOP Soldiers are competent in the delivery of these capabilities:

PSYOP Soldiers, by virtue of their specialized training, are positioned to serve as influence advisors to supported commanders. These Soldiers are skilled in assessing the intended psychological effects of military operations on various enemy, adversary, neutral, and friendly TAs. They can also assess the unintended psychological impact of lethal and nonlethal actions by the supported command and determine how the impact of those actions will affect future relationships, operations, and freedom of maneuver. As trained influence advisors, MISO specialists provide commanders with options for influencing TAs in areas of operations (AOs) through messaging and actions.<sup>1</sup>

As the Army's primary influence capability, PSYOP Soldiers are trained, educated, equipped, and organized to plan, conduct, monitor, and assess engagement with foreign populations and TAs. This includes planning the engagements with foreign populations, leaders, key communicators, and others with the specific intent to influence to support the commander's objectives. MISO staff planners plan, manage, and assess the commander's SLE efforts in their influence role supporting the command's larger engagement strategy and inform and influence activities as a whole.<sup>2</sup>

PSYOP's new core task: assess<sup>3</sup> has the potential to demonstrate psychological effects, identify the magnitude and direction of behavioral and attitudinal changes,

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<sup>1</sup> Headquarters, Department of the Army, *Field Manual (FM) 3-53: Military Information Support Operations* (Washington, DC: Department of the Army, 2013), vi.

<sup>2</sup> *FM 3-53*, 1-3

<sup>3</sup> *FM 3-53* lists five new core tasks. The focus of this thesis is the new core task: assess. When referring to the doctrinal task and the information contained in *FM 3-53*, the term "new core task: assess" will be used. When referring to the act of assessing or assessment specifically, an appropriate term will be used.

eliminate ineffective programmatic elements, and facilitate continuous methodological improvement. Unfortunately, Tom Vanden Brook (a military correspondent for USA Today since 2000) delivered an August 2013 admonition, punctuating a list of less than stellar reviews of PSYOP branch's capability to deliver MOE or conduct assessment (this list can be stretched all the way back to April of 1970):<sup>4</sup>

What set propaganda apart is the difficulty in assessing whether it's worth the money. At least with a stealth fighter you have something tangible. Propaganda? Those who know military programs best say the proof of how well they work comes in their MOEs—measures of effectiveness. In other words, do they have metrics that show the effects of their programs. Was that enemy position taken, that target destroyed. Measures of performance for propaganda—number of leaflets dropped or hours broadcast, for example—gauge effort. They show how much effort and money was spent not whether it accomplished anything. So far, aside from claims by some of the practitioners that the programs do work, few objective analyses have backed that up. Any claim that it does seems, so far at least, well, like propaganda.<sup>5</sup>

Unfortunately, PSYOP has no rebuttal for Vanden Brook's argument. While it is true that, if there are no valid measures of effectiveness (MOE), PSYOP cannot quantify success, it also means that opponents declaring ineffectiveness are doing so in the same absence of quantifiable evidence. PSYOP branch's inability to scientifically dispute specious claims is just one symptom of the troubled and now partially discarded MOE system, and potentially indicative of future challenges with the branch's ability to execute the new core task: assess. This thesis seeks to determine the root causes of the PSYOP branch's difficulty in conducting MOE and identifying the potential continuing existence of those same difficulties in the branch's new core task: assess. Identification of the root causes of the PSYOP branch's challenges with assessment enables this thesis to provide corrective recommendations for improvement in the branch's ability to provide meaningful assessment.

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<sup>4</sup> Ernest F Bardain and Edith M Bairdain, *Semi-annual Report: Psychological Studies—Vietnam* (McLean, VA: Human Sciences Research, 1970).

<sup>5</sup> Tom Vanden Brook, "Propaganda or Information Operations: Words Matter," *USA Today*, 11 August 2013, accessed 7 November 2013, <http://www.usatoday.com/story/nation/2013/08/11/pentagon-propaganda-military-information-support-operations/2635509/>.

## B. CHANGE AND CONFUSION

Today's PSYOP officer faces an ambiguous and transformative period in the landscape of both the organization and its doctrine. The Secretary of Defense in December of 2010 and the Department of the Army in April of 2011 directed the branch to change its name from PSYOP to MISO.<sup>6</sup> In December of 2011, the joint publication (JP) covering PSYOP was updated to reflect this name change directive.<sup>7</sup> Additionally, a new force design was approved that would break up the 4th Psychological Operations Group (formerly 4th POG) into two Military Information Support Groups (4th MISG and 8th MISG) that would be commanded by the Military Information Support Operations Command (MISOC).<sup>8</sup> In January of 2013, the United States Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS) released the keystone reference manual for all Army PSYOP officers, *Military Information Support Operations (FM 3–53)*, superseding the previous keystone manual *Psychological Operations (FM 3–05.30)*.<sup>9</sup> It did not, however, supersede the two existing Tactics, Techniques, and Procedures (TTP) manuals (*Psychological Operations TTPs—FM 3–05.301* and *Tactical Psychological Operations TTPs—FM 3–05.302*) or the Officer Training Program manual (*Officer Foundation Standards II Psychological Operations- STP 33–37II-OFS*). *Military Information Support Operations (FM 3–53)* eliminates references to the Seven Phase PSYOP Process and MOE. The Joint Publication *Military Information Support Operations (JP 3–13.2)*, both of the PSYOP TTP manuals, and the PSYOP officer STP manual all use the Seven–Phase PSYOP Process and MOE in their descriptions of and recommendations for the conduct of PSYOP.

This new doctrinal configuration creates significant confusion by obscuring the branch's recent methodology: Do we use the Seven–Phase PSYOP Process or do we

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<sup>6</sup> Secretary of Defense (SecDef) Memorandum, Office of the Secretary of Defense (OSD) 10912–10, subject: *Changing the Term Psychological Operations (PSYOP) to Military Information Support Operations (MISO)*, 3 December 2010; All Army Action (ALARACT) 162–2011 (191951Z Apr 11) formally changing the name of the function PSYOP to MISO.

<sup>7</sup> Joint Staff, *JP 3–13.2: Military Information Support Operations* (Washington, DC: Joint Staff, 2011).

<sup>8</sup> *FM 3–53*, 3–7.

<sup>9</sup> *FM 3–53*, iv.



apply the new core tasks? Do we use the new manual exclusively during training or do we simultaneously use contradictory doctrine (the new manual lists the contradictory manuals in its references)?<sup>10</sup> If we are Joint, do we conduct the new core task: assess or evaluate measures of effectiveness? Figure 1 shows the current distribution of doctrine and the terminology that is utilized in each manual. In Figure 1, the doubled line ending in a circle indicates a doctrinal item that has been specifically superseded. The dashed line ending in a closed arrow represents a document that has been subjected to a revision and minor updates. If the document contains a continuous green line, the doctrinal item is still current.

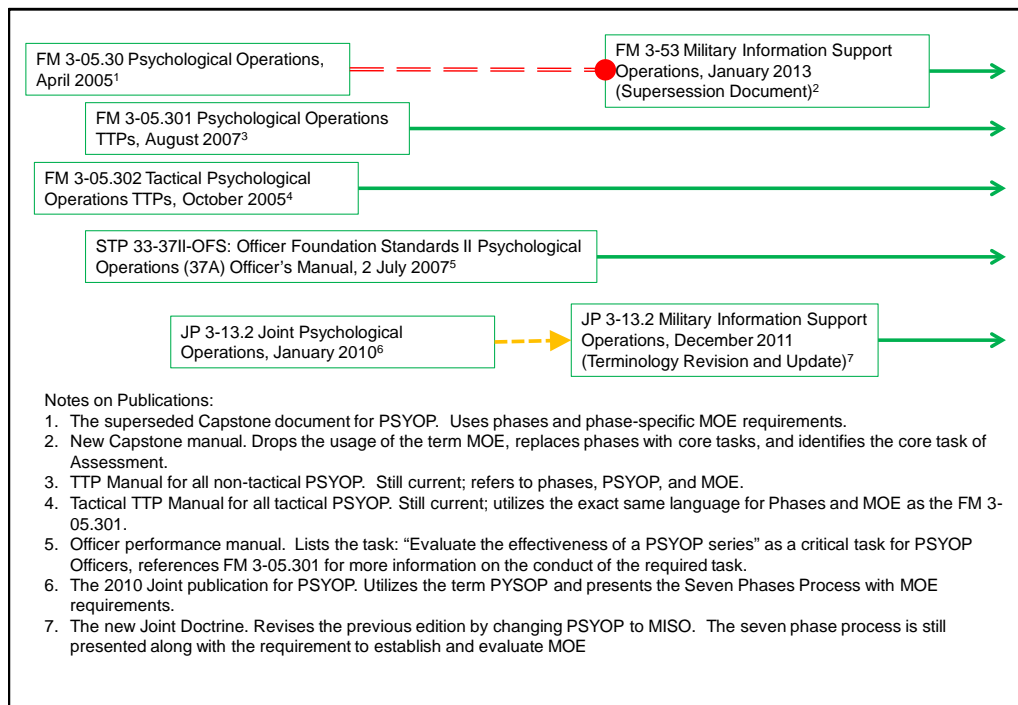


Figure 1. Current Doctrine and Terminology Used<sup>11</sup>

In the resource-constrained environment that will confront the military for the next decade, or more, the ability to demonstrate effectiveness and therefore justify

<sup>10</sup> FM 3-53, iv.

<sup>11</sup> FM 3-53, iv.

expenditures will be critical to the health and potentially the survival of the PSYOP branch. This thesis focuses specifically on the branch's ability to conduct its new core task: assess.

### **C. CLARITY OF LANGUAGE**

In order to eliminate confusion, the following terms need to be clarified: PYSOP and MISO. PSYOP refers to the branch and the Soldiers in the branch. Therefore, PSYOP officers and PSYOP Soldiers are members of the PSYOP branch; this applies for Army Reserves, National Guard, and Active Duty. All of the operations that are executed and the units that conduct the operations are referred to as MISO.<sup>12</sup> Therefore, MISO units conduct MISO missions by preparing and sending PSYOP Officers and PSYOP Soldiers to various locations around the globe. MISO is also the term that is used in the most recently published Joint and Army doctrine (*JP 3-13.2, Dec 2011* and *FM 3-53, Jan 2013*).

In order to frame the focus of this thesis, a functional explanation of assessment is provided. Assessment is the coordinated process that links operations to specific behaviors in specific target audiences (TA). Assessment is the continual analysis of TA behavior linked to the application of products, followed by the evaluation of behavioral changes in the TA. This continuous ordered, scientific process enables the assessment to generate causal linkages between the application of products and the changes in behavior. When the program is effective at changing the targeted behaviors, assessment is the rigorous process that allows for the valid, reliable, and reproducible presentation of the effectiveness of operations. When the program is ineffective, assessment is the methodological tool that allows for the analysis of the reasons for ineffectiveness. Furthermore, assessment is the organization's process to take ineffective programmatic efforts and turn them into valuable recommendations for methodological improvement. This process requires advanced theoretical understanding of behavior, attitude, influence, psychometrics, and a foundation in applied scientific methodology.

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<sup>12</sup> *FM 3-53, iv.*

When assessment is conducted by skilled professionals, it provides not only internal benefits, but also a valid, reliable, reproducible demonstration of effectiveness to those who would demand it. This critical element of PSYOP's overarching operational design is capable of demonstrating psychological effects, identifying behavioral changes, eliminating ineffective programs, and facilitating continuous methodological improvement.

#### **D. APPROACH TO RESEARCH**

The research question asked by this document: Why does PSYOP struggle with MOE? This focuses the research on the root causes of the PSYOP branch's difficulty with MOE and it highlighted potential challenges with the new core task: assess. Without understanding the problems with this task at the foundation level, there can be no sustainable solutions for the problem. Novel methodologies or cries for triumphant returns to doctrine will fade into disutility in the absence of organizational foundations supporting the conduct of the new core task: assess. The organizational support for the task covers the entirety of the organization: from initial recruiting, through assessment and selection, during PSYOP Officer Qualification Courses (POQC), while conducting missions, through career dynamics, and ultimately at the juncture between PSYOP branch's doctrine, training, and strategic vision. To assist in the conceptualization of the appropriate organizational configuration, a model for the conduct of the new core task: assess was generated. Once the theoretically justified organizational model was established, it was used to generate the experimental hypotheses and the structured/focused questions to analyze various aspects of the PSYOP branch's ability to conduct its new core task: assess.

#### **E. HYPOTHESES AND METHODOLOGY**

##### **1. Hypotheses**

Based on our preliminary literature review and theoretical model, we tested one main hypothesis and three additional sub-hypotheses.

H1: PSYOP branch is correctly configured to perform the new core task: assess.

**a. *Recruiting and Selection***

Sub-hypothesis 1: Sub-hypothesis 1: The recruiting and selection process generates an Officer population capable of conducting the new core task: assess.

**b. *Academic Content***

Sub-hypothesis 2: The POQC curriculum is capable of training the selected officer population for the conduct of the new core task: assess.

**c. *Organizational Systems***

Sub-hypothesis 3: PSYOP's operational methodology for the conduct of the new core task: assess is capable of providing valid, reliable, and reproducible results.

**2. *Methodology***

After our preliminary literature review, we constructed a theoretical organizational model that would support PSYOP branch's ability to execute its new core task: assess. Based on this model, we formulated a series of structured/focused questions in order to test the main hypothesis and its sub-hypotheses. This thesis presents a comparative study approach. Based on our preliminary literature review we selected the following institutions with appropriate academic curricula for comparison of factors associated with selectivity and education: USAJFKSWCS and its most recently published PSYOP officer Program of Instruction (POI), Fordham University and its Master of Science Program in Applied Psychological Methods, Clemson University and its Master of Science Program in Applied Psychology, and the University of Wisconsin-Stout and its Master of Science Program in Applied Psychology. The three graduate programs were selected because of the similarity in their published graduation credentials to PSYOP's doctrinally promised PSYOP Soldier credentials. These specific graduate programs were selected to not only generate a reasonable cross section of Master Degree Psychology programs, but to also generate a comparison pool of civilian academic institutions with aligned skill development promises. Additionally, the selected civilian programs all deliver education in applied psychological methods, each with qualitative curricular elements specifically focusing on assessment or psychometrics.

In order to structure our analysis, the following questions were applied to all four institutions, using a structured/focused comparative approach:

1. What qualification does each institution claim to provide?
2. What undergraduate degrees does each institution require prior to acceptance?
3. What undergraduate academic curricula requirements does each institution promulgate?
4. What elements does each institution publish as relevant to the application process?
5. What are the descriptive statistics concerning undergraduate and graduate performance measures of individuals at each institution?
6. What are the requirements for graduation, certification, or credentialing?
7. What are the governing bodies that provide each institution is accreditation?
8. What academic content does each institution's curriculum provide its students?

In order to test H3, a second set of focus questions was developed. Based on a preliminary review of organizational literature and elements of the Dynamic Capability Alignment Model, an analysis of the PSYOP branch and its organizational elements was conducted relying upon the structured/focused questions. The results of these organizationally focused questions, through the lens of the Dynamic Capability Alignment Model, were used to formulate the evaluation presented in Chapter IV.

The organizational focus questions are listed below:

1. Does PSYOP branch have sufficient alignment between Strategy and People Practices to perform the new core task: assess?
2. Does PSYOP branch have the correct organizational configuration elements to deliver its promised capabilities?
3. Does the fundamental educational content of the PSYOP branch's initial training support the branch's technological job requirements?
4. Does PSYOP branch's career educational development support the delivery of appropriate competencies during an officer's career?
5. Is the reward system in PSYOP free from elements of folly or ethical ambivalence?
6. Does PSYOP branch deliver on its psychological contracts?

## **F. OVERVIEW AND CONCLUSION**

### **1. Overview**

This thesis is structured in the following format. Chapter II provides a literature review. In the literature review, we present a series of reports on PSYOP and its ability to deliver MOE, this section covers selected articles and reports from 2002 to the current year. To support the concept of appropriate foundations, relevant texts concerning the craft of research are presented. In addition to the research foundation items, the literature review presents a few examples of applied psychology in action. A short history of peer reviewed psychological research is presented to illustrate the depth and subtlety of academic theories concerning the changing of attitudes and behaviors. The literature review continues with a brief overview of the organizational theories utilized to build and define specific elements of the Dynamic Capability Alignment Model. It concludes with a presentation of the premise inherent in the theoretical model and a graphic representation of the model.

Chapter III presents the data and analysis associated with the academic programs of instruction at the USAJFKSWCS and the selected colleges. Chapter IV presents the organizational analysis. Chapter V provides our conclusion, proposed corrective concept, and our recommendations for continuing research.

### **2. Conclusion**

The conclusion presents our analysis on the fundamental obstacles preventing PSYOP branch from successfully conducting its new core task: assess. Based on the identification of the root difficulty, we present a corrective plan for PSYOP branch and its new core task: assess. Finally, our conclusion provides recommended topics for continuing research.

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## II. LITERATURE REVIEW

### A. RELEVANCE

This literature review presents the publications that were instrumental in establishing the theoretical model that served as the evaluation criteria for our analysis. We argue throughout this thesis that the performance standards specified by *Military Information Support Operations (FM 3-53)* demands rigorous procedures based on valid scientific principles and theories. We contend that these criteria can only be supported by an appropriately constructed educational curricula attended by appropriately selected students. We present evidence that the branch has struggled with MOE and from this evidence, we seek to determine the root causes of the difficulty. Literature regarding the validity of scientific endeavors is presented to demonstrate both the need and applicability of robust scientific foundations for the conduct of valid assessments. Additionally, the body of organizational literature used to develop key elements of our model is presented.

A declassified April 1970 review of psychological operations in Vietnam demonstrates key points critical to this thesis. It demonstrates the longevity of the problem examined in this thesis. The review echoes our argument about the appropriate educational foundation for PSYOP officers. It demonstrates an unresolved sense of urgency with this problem:

The men who conduct psychological operations, the men who direct and plan psychological operations, must meet extraordinary demands for tactical, military, economic, sociological, anthropological, political and psychological knowledge in their often brief assignment in a psychological operations position in Vietnam. Needs arise that require them to devise new approaches and create appeals in situations that have no precedent in the individual's experience. Moreover, this individual is asked to report on the effectiveness of the resulting psyop effort. There is no store of general information to which he can turn for answers. Knowledge that is acquired by the individual during a one- or two-year assignment is not institutionalized but remains widely dispersed among people with varying levels of experience and capability. The press of urgent operational demands compels the continued meeting of immediate



problems, excluding time directed to long-range considerations and consolidation of knowledge which already exists.<sup>13</sup>

Validity and reliability of count in every reporting process, both military and civilian, represent problems of the greatest urgency if the measure of the effectiveness of psyops is of interest or concern at any level.<sup>14</sup>

In the 40 years since this review, PSYOP has become a formal branch, and has published a variety of formal doctrinal manuals. In 2013, PSYOP branch dropped the term MOE from its new keystone manual, but has PSYOP branch solved the challenge of assessing operations? If the problem has not been solved after 40 years, has anyone determined the root causes of the continuing failure? This thesis identifies the root causes that led to difficulties with MOE, and if unresolved will hamstring the new core task: assess. This thesis provides recommendations to solve many of the identified problems. This literature review helps sets the stage for the remainder of this presentation.

## **B. EVALUATION OF PSYOP MOE AND ASSESSMENT**

This portion of the literature review focuses on a chronological series of items found in various sources, covering the last decade, indicating both the health of PSYOP's MOE efforts and the perception of PSYOP's capability to deliver legitimate assessment. This section identifies the current state of the problem. It further establishes a sense of urgency to identify the DNA of this problem, in order to propose reasonable solutions.<sup>15</sup>

### **1. Chronological Complaints 2002–2013**

In June of 2002, *Special Warfare* magazine published a short item titled: "Measures of effectiveness important in PSYOP."<sup>16</sup> In the short piece, a model, in the prototype stage, for determining programmatic effectiveness was introduced. The prototype model targeted three component areas to comprise its MOE framework. The

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<sup>13</sup> Bardain and Bairdain, *Psychological Studies—Vietnam*, iii.

<sup>14</sup> Bardain and Bairdain, *Psychological Studies—Vietnam*, v.

<sup>15</sup> Tina Seelig, *What I Wish I Knew When I Was 20* (New York: Harper One, 2009), 21.

<sup>16</sup>"Measures of Effectiveness Important in PSYOP," *Special Warfare* 15, no. 2 (2002), 67.

model relied upon completion of tasks to standard, magnitude and direction of behavioral change, and stability of behavioral change.<sup>17</sup> The article concludes with indications that the model's progress will be briefed in a subsequent issue of *Special Warfare*.

In September of 2002, *Special Warfare* published a follow-up item of similar length, titled: "Efforts to measure PSYOP effectiveness continue."<sup>18</sup> This article initiated an all-hands call for help: "Psychological Operations Training and Doctrine Division is encouraging all sectors of the PSYOP community to help improve the success of PSYOP by offering recommendations for refining the recently proposed PSYOP measures-of-effectiveness, or MOE model."<sup>19</sup> The article also demonstrates symptoms of future complaints when it conflates performance measures with behavioral changes in targets of PSYOP: "Specifically, it examines task execution during the planning, preparing, distributing and disseminating phases of a PSYOP campaign."<sup>20</sup>

In 2004, *Special Warfare* published a longer piece: "Evaluating Psychological Operations: Planning Measures of Effectiveness."<sup>21</sup> The author, Sergeant First Class (SFC) Robert Kellogg, contends that PSYOP MOE must be planned, baseline behaviors must be established, and relevant data must be collected through repeated time intervals.<sup>22</sup> These are all reasonable global concepts for an assessment effort. Unfortunately, the 2004 piece references only one source: *Psychological Operations Tactics, Techniques, and Procedures (FM 3-05.301)*. The article conflates terminology, muddles doctrine, and proposes unscientific fortuity to explain effectiveness of PSYOP: "An impact indicator can be a spontaneous, unpredictable event that can be linked directly or indirectly to the PSYOP effort. Spontaneous indicators include events, such as bombings or riots, that do not occur over time, but which may serve as signs of a PSYOP

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<sup>17</sup>"Measures of effectiveness important," *Special Warfare*, 67.

<sup>18</sup>"Efforts to Measure PSYOP Effectiveness Continue," *Special Warfare* 15, no. 3 (2002), 67.

<sup>19</sup>"Efforts to Measure PSYOP Effectiveness Continue," *Special Warfare*, 67.

<sup>20</sup>"Efforts to Measure PSYOP Effectiveness Continue," *Special Warfare*, 67.

<sup>21</sup> Robert H. Kellogg, "Evaluating Psychological Operations: Planning Measures of Effectiveness," *Special Warfare* 16, no. 4 (2004), 31-34.

<sup>22</sup> Kellogg, "Evaluating Psychological Operations," 33.

program's impact."<sup>23</sup> A more valid assessment of a PSYOP or MISO program would be the continuous monitoring of behaviors relevant to the programmatic objectives, application of products designed to affect the magnitude of relevant behaviors, and subsequent causal linkage of product application to behavioral change.

COL David Sammons opened his 2004 Naval War College thesis with this critique: "Perhaps the greatest psychological operations (PSYOP) campaign is the one in which the PSYOP community has exalted the effectiveness of their trade as a combat multiplier and peacetime contributor in the pursuit of national and military objectives."<sup>24</sup> Sammons points out eight significant problems with PSYOP MOE. He identifies the establishment of blurred collection responsibilities leading to reliance on anecdotal evidence to demonstrate effectiveness.<sup>25</sup> He describes a lack of timeliness in the generation of effectiveness reports. He demonstrates that MOE generation in the planning phase is routinely insufficient by highlighting the absence of MOE in both ALLIED FORCE and OEF-AFG OPLANS.<sup>26</sup> He then quantifies the scarcity of Doctrinal support for the process of MOE generation: "Of 67 pages devoted to Doctrine for Joint Psychological Operations in Joint Publication 3-53, only seven lines of text are reserved for its [MOE's] amplification."<sup>27</sup> COL Sammons concluded his list of problems by quantifying the timeframe of the struggle and opining about the future: "The PSYOP MOE issue has confounded the PSYOP community for at least 30 years. So just what are we doing about it?"<sup>28</sup>

In *Review of Psychological Operations Lessons Learned from Recent Operational Experience*, Christopher Lamb focused primarily on capability limitations in the face of assessment difficulties when he spent three pages out of 211 discussing PSYOP MOE. In

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<sup>23</sup> Kellogg, "Evaluating Psychological Operations," 35.

<sup>24</sup> David H. Sammons, Jr., *PSYOP and the Problem of Measures of Effectiveness (MOE) for the Combatant Commander* (Newport, RI: Naval War College, Department of Joint Military Operations, 2004), 1.

<sup>25</sup> Sammons, *PSYOP and the Problem of MOE*, 14-15.

<sup>26</sup> Sammons, *PSYOP and the Problem of MOE*, 9.

<sup>27</sup> Sammons, *PSYOP and the Problem of MOE*, 9.

<sup>28</sup> Sammons, *PSYOP and the Problem of MOE*, 10.

the absence of skill, authority, or money to conduct polling, Lamb claims: “PSYOP has neither the manpower nor the funds to conduct such research. Therefore, attempts to assess general effects are mostly the result of informal focus groups, anecdotal evidence, and other media input.”<sup>29</sup> Unfortunately, Lamb made no MOE related recommendations in his conclusion. He seemed satisfied that MOE was hard and that retroactive compilation of MOE would be the norm.

In a 2008 *IOSPHERE* article, Robert L. Perry attempted to tackle the measurement of effectiveness issue for not only PSYOP, but Information Operations (IO) as well. Perry contends that proof of effectiveness is lacking from PSYOP’s arsenal: “For many years, PSYOP has been criticized, their potential positive effects misunderstood, their methods underutilized—and their results discredited.”<sup>30</sup> Instead of blaming doctrine or resources, Perry contends that part of the challenge stems from the quandary of causal linkages. He goes on to propose a complex computer based variable analysis model with a presentation of seven fundamentals of causal linkage identification: Strength of association; Dose-response effect; Lack of temporal ambiguity; Consistency of results; Theoretical plausibility; Coherence of evidence; and Specificity of the association. Perry’s presentation of fundamental scientific concepts is not earth shattering. These concepts or ideas are presented in college textbooks supporting research methods.<sup>31</sup> The value in Perry’s recommendations is not his model, but his reminder that at the heart of valid PSYOP assessment are scientific principles, rigorous procedures, and existing methodology. The concept of causal linkage is not found in any PSYOP or MISO manual.

In December of 2008, another *Special Warfare* piece titled “Measuring PSYOP Effectiveness” was published. This piece was another call for utilization of doctrine. It detailed the difficulty of reliance upon survey methodology. It called for simplified,

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<sup>29</sup> Christopher Lamb, *Review of Psychological Operations Lessons Learned from Recent Operational Experience* (Washington, DC : National Defense University Press, 2005), 57–58.

<sup>30</sup> Robert L. Perry, “A Multi-Dimensional Model for PSYOP Measures of Effectiveness,” *IO Sphere* (2008), 9.

<sup>31</sup> Gary King, Robert O. Keohane, and Sidney Verba, *Designing Social Inquiry: Scientific Inference in Qualitative Research* (Princeton, NJ: Princeton University Press, 1994), 75–109.

executable planning to establish the required framework for the collection of behaviors related to the programmatic objectives that ultimately fuel an efficient assessment methodology. It briefly presented the concept that while changes in attitudes may be a relevant portion of the overall PSYOP effort, the focal point of effectiveness should be behaviors, not attitudinal surveys.<sup>32</sup> One of the authors, Captain Gregory Seese, PhD, is unique in PSYOP; he is the only PSYOP officer currently possessing a Doctorate degree.<sup>33</sup> His understanding of the fundamental requirements to pursue valid, reliable, reproducible methods for conducting assessment is facilitated by his Doctoral degree in Psychology.

Despite the validity of recommendations from Captain Seese to improve the branch's MOE procedures, in 2009 *Special Warfare* published the results of another public petition for solutions. "Cracking The Code On Measures Of Effectiveness: The Alfred H. Paddock Psychological Operations Essay Contest" presented three articles from 13 that were submitted. Captain Seese's recommendation to refine language and link efforts to countable, observable behaviors was only good enough for the second place prize in the essay contest. The winning article reminded readers that all too often PSYOP practitioners will present measure of performance (MOP) as quantifiable bullets of success. The essay concludes with:

Though it may be fair to say that no 'most effective way to measure effectiveness' truly exists for operational PSYOP, a sound procedure does exist in the form of the PSYOP process established in FM 3-05.301. If PYSOP planners follow that process, then efforts to measure its effectiveness will be limited only by individual creativity and the willingness of the various actors in the PSYOP community, the DoD and the U.S. government to cooperate in the interest of the common good.<sup>34</sup>

The author felt, and the review committee agreed, that refinement and clarification of the existing doctrine was unnecessary given sufficient creativity of

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<sup>32</sup> Gregory Seese and Paul N. Smith, "Measuring PSYOP Effectiveness," *Special Warfare* 21, no. 6 (2008), 31-35.

<sup>33</sup> Human Resources Command, "Table of PSYOP Officer Demographic Data," electronic correspondence, 2013.

<sup>34</sup> Christopher E. Howard, "Back to Basics: Returning to PSYOP Doctrine to Solve the 'MOE Riddle,'" *Special Warfare* 22, no. 5 (2009), 9.

individual practitioners. This is a dangerous endorsement of non-scientific procedures that are responsible for encouraging PSYOP soldiers to cull the Internet for anecdotal items proving effectiveness.

In 2010, Arturo Munoz of RAND weighed in on PSYOP's performance in *U.S. Military Information Operations in Afghanistan: Effectiveness of Psychological Operations 2001–2010*. While Munoz's monograph had effectiveness in its title he only reserved three pages for a section titled: "Lack of Measures of Effectiveness."<sup>35</sup> His work had several challenges. He repeatedly interchanged the significance of IO and PSYOP. When he uses effectiveness, or cites an absence of effectiveness, it is not based on an analysis of behavioral changes; it is more a discussion of product quality and inefficiency of PSYOP's phased operational design. Munoz's work is important because it highlights the lack of clarity that is authorized by PSYOP branch's insufficient methodology, especially with regard to assessment. Munoz's work is also important because it served as the impetus for Major General (MG) (Ret) Mackay's rebuttal.

Later in 2010, MG (Ret) Andrew Mackay, Steve Tatham PhD, and Dr Lee Rowland published "*The Effectiveness of U.S. Military Information Operations in Afghanistan 2001–2010: Why RAND missed the point.*" Their executive summary succinctly establishes their position:

This paper advocates that marketing and advertising must now be considered as an utterly failed model for IO and MISO/PsyOps, one which must now be discarded in favour of a behaviorally-led approach embracing proper, proven, social and behavioural science...

...Unlike any other current military capability MISO/PsyOps has not evolved any substantial concept during the past 90 years. This paper, set against the backdrop of RAND's study, attempts to bridge that 90 year gap and in doing so identify the real reasons behind the failure of U.S. (and wider ISAF) IO and MISO/PsyOps in Afghanistan.<sup>36</sup>

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<sup>35</sup> Arturo Munoz, *U.S. Military Information Operations in Afghanistan: Effectiveness of Psychological Operations 2001–2010* (Santa Monica, CA: RAND, 2012), 132.

<sup>36</sup> Andrew Mackay, Steve Tatham and Lee Rowland, *The Effectiveness of U.S. Military Information Operations in Afghanistan 2001–2010: Why RAND Missed the Point* (Shrivenham, England: Defence Academy of the United Kingdom, 2012), i.

When these authors discuss the issue of insufficient MOE, they provide salient recommendations for PSYOP branch, MOE, and the new core task: assess. They re-enforce Captain Seese’s recommendation to tie assessment to observable behaviors. The authors remind us that baseline behavioral data is essential to the overall process of determining effectiveness or conducting assessment. They were objective, but cordial, in their re-evaluation of RAND’s effectiveness rubric: “...we actually think that the coalition PsyOps effort may have been more successful than RAND state, but they are right to question it as there is such a paucity of evidence.”<sup>37</sup> Mackay et al identify the challenge of correlation versus causation in MOE procedures, but they advise the application of scientific methodology to incorporate these concepts into valid procedures. While this piece is now three years old, the closing admonition by the authors is relevant at this transitory time in PSYOP branch, and germane to our examination of PSYOP officer educational backgrounds: “...PsyOps is currently anchored in the ‘Witch Doctor’ school of medicine. It is now time, in the light of operations in Afghanistan and Iraq, to throw out the metaphorical chicken bones, and in their place inject both innovation and properly grounded science into MISO and IO practices.”<sup>38</sup>

If Captain Seese can extend PSYOP’s doctrinal content into executable language, we begin to see the enhancement of capabilities generated by robust academic foundations in the scientific fields critical to PSYOP. When one considers the monograph by Mackay et al., one can again see the possibility inherent in the scientific foundations of both the PSYOP branch and the new core task: assess. These authors make valid arguments about the branch’s capabilities and provide reasonable recommendations.

The absence of sound scientific fundamentals generating an inability to prove PSYOP or MISO effectiveness sets the stage for the final author of this section. Tom Vanden Brook authored three derogatory pieces in 2013. In May, he exercised journalistic latitude with a Government Accountability Office (GAO) report on MISO. Vanden Brook’s news agency did not get access to the report directly from GAO, they reported alternate sources. Vanden Brook entitled his article: “Military propaganda

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<sup>37</sup> Mackay, Tatham and Rowland, *Why RAND Missed the Point*, 16.

<sup>38</sup> Mackay, Tatham and Rowland, *Why RAND Missed the Point*, 21.

operations poorly coordinated often ineffective.”<sup>39</sup> He inserts propaganda in the place of MISO, and he incorrectly identifies the forces conducting specific missions. Most importantly, he takes the premise that the absence, in some cases, of MOE equates to ineffectiveness. The absence of the metric to determine effectiveness does not indicate ineffectiveness, rather it indicates that information on effectiveness is absent. Unfortunately, it is difficult to engage in argumentation with a USA Today correspondent when the only available rebuttal is: “you cannot prove PSYOP is ineffective.”

Vanden Brook followed-up his May article with an 11 August piece “Propaganda or information operations: Words matter.”<sup>40</sup> In this article, Vanden Brook contends that few objective analysts have averred MISO accomplishments. This is an unsubstantiated argument. Once again, a lack of scientific methodology generating valid assessments obviates any argument PSYOP could provide as a counter. Two days later, Vanden Brook struck again. “At long last, a measure of effectiveness—and a propaganda campaign—that just about everybody can understand.”<sup>41</sup> In this article, he described a behavior oriented program, a surrender appeal, with Christmas trees as the communicative media. The surrender target was members of the Revolutionary Armed Forces of Colombia (FARC). Results were compared to previous time periods. The tone of the article indicates that PSYOP could learn from this example. This example is exactly what Captain Seese contended in 2008 and 2009. It is also exactly what Mackay et al indicated in 2010. There has to be a sense of urgency in PSYOP branch to understand why it struggled for so many years with MOE. More importantly, PSYOP branch must seize the opportunity presented by the name change in the keystone manual to ensure that the branch is competent in the execution of the new core task: assess. In the

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<sup>39</sup> Tom Vanden Brook, “Military Propaganda Operations Poorly Coordinated Often Ineffective,” *USA Today*, May 23 2013, accessed 7 November 2013, <http://www.usatoday.com/story/news/nation/2013/05/23/military-propaganda-operations-poorly-coordinated-often-ineffective/2354235/>.

<sup>40</sup> Vanden Brook, “Propaganda or Information Operations: Words Matter.”

<sup>41</sup> Tom Vanden Brook, “Propaganda that Works: Christmas Decorations,” *USA Today*, 13 August 2013, accessed 7 November 2013, <http://www.usatoday.com/story/nation/2013/08/13/pentagon-propaganda-information-operations/2646243/>.



absence of skill at the core task, men like Vanden Brook may accuse PSYOP branch of changing the name not to usher in a new generation of capabilities but to obscure the history of failed MOE.

## **2. One Common Fault: MOP Versus MOE**

One common thread throughout the complaints about the branch's assessment efforts is the substitution of MOP for MOE. SFC Kellogg mentions it specifically: "In the past, PSYOP forces have measured their effectiveness by numbers of products disseminated..."<sup>42</sup> Perry alludes to this problem with "PSYOP has been criticized... and their results discredited."<sup>43</sup> In 2009, the issue is illuminated by SGT Howard, "Pressed to provide MOE but lacking a sound analytical foundation, they may choose to rely on MOP, spontaneous events and spurious correlations."<sup>44</sup> Mackay and Tatham continue these complaints with: "Our experience is that if any thought is given to MOE then it is regularly in the context of measures of performance (MOP) or measures of activity (MOA)."<sup>45</sup> Captain Brett Bemis spent a page discussing the issue of substituting MOP for MOE in his Naval Postgraduate School thesis: "MOP is easily substituted in the place of MOE to give the commander something."<sup>46</sup>

The idea that a narrative about the efforts can be substituted for valid, reliable, reproducible assessments should be a rarity in an organization that claims expertise in assessing psychological phenomena. SGT Howard hints at an important discovery in this thesis when he laments the absence of appropriate scientific foundations. Chapter IV will describe an organizational explanation for the frequency of this methodological error.

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<sup>42</sup> Kellogg, "Evaluating Psychological Operations," 32.

<sup>43</sup> Perry, "A Multi-Dimensional Model," 9.

<sup>44</sup> Howard, "Back to Basics," 8.

<sup>45</sup> Mackay, Tatham and Rowland, *Why RAND Missed the Point*, 15.

<sup>46</sup> Bret M. Bemis, "Cooking up Psychological Operations the Ingredients of Successful PSYOP" (master's thesis, Naval Postgraduate School, 2011) 19.

## C. SCIENTIFIC METHOD AND SCIENCE CONCEPTS

This section presents literature addressing research methodology, social inquiry, and scientific obligations.

### 1. Social Inquiry

Numerous academic texts and research manuals exist for the conduct of qualitative research. In *Designing Social Inquiry*, the authors indicate that they are providing a valuable guide for a myriad of research fields by assisting efforts at: “designing research that will produce valid inferences about social and political life.”<sup>47</sup> Social inquiry is one way to describe the process of applying PSYOP or MISO products to a TA in order to alter behaviors. King, Keohane, and Verba do not dismiss the difficulty sometimes encountered in the field of psychological research, instead they remind researchers that: “Uncertainty and limited data should not cause us to abandon scientific research.”<sup>48</sup> They provide four criteria for scientific research: “The goal is inference,” “The procedures are public,” “The conclusions are uncertain,” and “The content is the method.”<sup>49</sup> These criteria establish a reasonable framework for the conceptualization of MISO as a procedurally rigorous social inquiry. But the process must have substance at its core; a methodology beholden to the retroactive cobbling together of anecdotal narratives averring effectiveness is unsustainable. “To put it more directly but quite indelicately, no one cares what we think- the scholarly community only cares what we can demonstrate.”<sup>50</sup> King et al.’s admonition is about assessment. A valid, reliable, reproducible assessment methodology run by qualified PSYOP officers is the correct mechanism to demonstrate effectiveness.

### 2. Research Craft

In *The Craft of Research*, Booth, Colomb, and Williams present detailed recommendations on the appropriate construction of academic arguments. Their

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<sup>47</sup> King, Keohane, and Verba, *Designing Social Inquiry*, 3.

<sup>48</sup> King, Keohane, and Verba, *Designing Social Inquiry*, 10.

<sup>49</sup> King, Keohane, and Verba, *Designing Social Inquiry*, 7–10.

<sup>50</sup> King, Keohane, and Verba, *Designing Social Inquiry*, 15.

recommendations provide students with rigorous frameworks conveying results: “Some new researchers think that their claims are most credible when they are stated most forcefully. But nothing damages your ethos more than arrogant certainty.”<sup>51</sup> The authors provide recommendations for appropriately displaying the evidence of a researcher’s argument in graphic and visual media.<sup>52</sup> The text concludes with the author’s thoughts regarding research ethics:

When you respect sources, preserve and acknowledge data that run against your results, assert claims only as strongly as warranted, acknowledge the limits of your certainty, and meet all the other ethical obligations on your report, you move beyond gaining a grade or other material good- you earn the larger benefit that comes from creating a bond with your readers.<sup>53</sup>

*The Craft of Research* published its third edition in 2008, and this provides an additional academic source that could provide a valuable academic foundation for PSYOP’s new core task: assess. Unfortunately, collegiate textbooks or peer reviewed publications describing research methodology and evidence presentation are not provided as reference sources for POQC students, according to the POI.<sup>54</sup> Specific details about the POI will be discussed in later Chapters.

### **3. Nonsense on Stilts**

In 2010, Massimo Pigliucci published the book *Nonsense on Stilts: How to Tell Science from Bunk*. A Professor in the Department of Philosophy at City University New York, Pigliucci examines the characteristics that separate science from pseudoscience. Pigliucci reserves a categorization he borrowed from Jeremy Bentham for the worst possible failures of pseudoscience: “... ‘nonsense on stilts’ meaning a really, really tall order of nonsense.”<sup>55</sup> Pigliucci sets a high bar for the honor of science. He does not, however, draw his demarcation line for science/pseudoscience on an ordered continuum

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<sup>51</sup> Wayne C. Booth, Gregory G. Colomb and Joseph M. Williams, *The Craft of Research* (Chicago: University of Chicago Press, 2003), 127.

<sup>52</sup> Booth, Colomb, and Williams, *The Craft of Research*, 213–229.

<sup>53</sup> Booth, Colomb, and Williams, *The Craft of Research*, 276.

<sup>54</sup> USAJFKSWCS POQC POI, 3-1–4-82.

<sup>55</sup> Massimo Pigliucci, *Nonsense on Stilts* (Chicago: The University of Chicago Press, 2010), 4.

with particle physics on one end and philosophy and sociology on the other. He contends the scientific inquiry's subject requires no specific evaluation given sufficient investigative rigor and valid reporting comprising the underlying methodology.

It is the crucial role of empirical information that completes the trinity that underlies all scientific research. Empirical evidence ... does not necessarily mean experiment, but more broadly refers to any combination of experimentation and systematic observation that produces not just facts, but data.

Empirical testability, then, is one major characteristic distinguishing science from nonscience. Although something might sound 'scientific,' such as in the case of string theory in physics or the borderline examples of evolutionary psychology and the search for extraterrestrial intelligence, a field does not belong to science unless there are reasonable ways to test its theories against data.<sup>56</sup>

Pigliucci's rubric for science is important for the PSYOP branch collectively and the new core task: assess specifically. Piglucci specifies the need for hypothesis testing of empirical data against theories. In order for PSYOP assessment to be scientific (and subsequently valid, reliable, and reproducible), it must compare observed phenomena against psychological theories. Therefore, PSYOP officers must be educated in the relevant theories that support the PSYOP branch's promise to conduct assessment of all battlefield psychological phenomena.<sup>57</sup> In the absence of strong theoretical foundations, there will be no basis for the interpretation of data. In the absence of strong theoretical foundations, the ability to meaningfully identify observable targets will be suspect. Ultimately, a core task based on TTPs, unobserved phenomena, and guaranteed results will be nothing more than "nonsense on stilts."<sup>58</sup>

#### **4. Children's Television**

Utilizing a foundational understanding of theories to facilitate your scientific work is one of Pigliucci's criteria. In Malcolm Gladwell's 2002 *The Tipping Point: How Little Things Can Make a Big Difference*, he details the work that went into making both

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<sup>56</sup> Pigliucci, *Nonsense on Stilts*, 304.

<sup>57</sup> FM 3-53, 1-7-1-8.

<sup>58</sup> Pigliucci, *Nonsense on Stilts*, 1-7.

Sesame Street and Blue's Clues so successful. In the 1960s, a Harvard psychologist joined the development team behind Sesame Street. Their goal was to generate a meaningful educational medium for underprivileged children. What Lesser brought to the team was the psychologist's eye for detail: the minute details that would drive the media content into the childhood audience.<sup>59</sup> Lesser was instrumental in the decision to break down the barrier between adults on Sesame Street and Kermit and other Muppets in imaginary scenes.<sup>60</sup> Children were interested in people and Muppets in the same location research demonstrated. Sesame Street generated its innovative content using a Harvard psychologist. Gerald Lesser became the Charles Bigelow Professor of Education and Developmental Psychology *Emeritus* at the Harvard Graduate School of Education.<sup>61</sup> Solid academic foundations worked for Sesame Street and they can be instrumental in improving PSYOP branch's ability to perform assessments.

From *Sesame Street* to Blue's Clues we see another important lesson for PSYOP and the new core task: assess. Processes require continual adjustment and refinement. Scientific processes must account for their own corrections or the agents conducting the processes will be marginalized. Despite Sesame Street's success and Lesser's academic career, the show contained some construction errors in its narrative content for children. The crew behind Blue's Clues took contemporary research on children's viewing and learning styles and developed, to use Gladwell's terminology, the stickiest children's program in the world. At the heart of the program and the discoveries that drove its success were psychological theories.<sup>62</sup> For 10 years and one month the Director of Research for Blue's Clues was educational psychologist Alice Wilder.<sup>63</sup> The theories of psychology, educational psychology, and developmental psychology helped Blue's Clues

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<sup>59</sup> Malcolm Gladwell, *The Tipping Point: How Little Things Can Make a Big Difference* (Hachette Digital, Inc., 2006), 89–91.

<sup>60</sup> Gladwell, *The Tipping Point*, 105–106.

<sup>61</sup> Education scholar Gerald Lesser, 84: Developed curriculum for 'Sesame Street' while at HGSE," *Harvard Gazette*, 24 September 2010, accessed 7 November 2013, <http://news.harvard.edu/gazette/story/2010/09/education-scholar-gerald-lesser-84/>.

<sup>62</sup>Gladwell, *The Tipping Point*, 122–132.

<sup>63</sup>"Dr. Alice Wilder," *Linked In*, accessed 7 November 2013, <http://www.linkedin.com/pub/dr-alice-wilder/7/448/53b>.

determine the appropriate content mixture and narrative sequencing for maximum stickiness. This lesson becomes essential for PSYOP because the solutions were counter-intuitive. The common man's best guess would not have generated the correct content for children. Education, empirical testing, and continuous refinement led to Blue's Clues' success. The new core task: assess should similarly be fueled by education, empirical testing, and continuous refinement.

## **D. ORGANIZATIONAL THEORIES**

This section highlights some organizational theories and describes their relevance to not only MISOC operations in general (from USAJFKSWCS training to MISOC operations), but the new core task: assess specifically.

### **1. Mintzberg's Framework for Organizational Coordination**

In a January 1981 Harvard Business Review article Mintzberg describes five organizational configurations that businesses and organizations tend to predominantly occupy during the conduct of their day-to-day operations. Mintzberg contends that specific organizational configurations perform most effectively in specific operational environments. He goes on to indicate that military organizations tend towards the machine bureaucratic configuration: "...government agencies, which are subject to many such controls, tend to be driven toward the machine bureaucratic structure regardless of their other conditions."<sup>64</sup> Mintzberg's work is particularly relevant to the PSYOP branch and its new core task: assess. *Military Information Support Operations (FM 3-53)* proclaims that assessment capability, along with the remaining four core tasks, can be delivered to any situation without regard to complexity or ambiguity.<sup>65</sup> Mintzberg claims that the organizational configuration that is best suited to ambiguous environments is the Adhocracy: "These organizations need to innovate in complex ways. The bureaucratic structures are too inflexible, and the simple structure is too centralized. These industries require 'project structures' that fuse experts drawn from different specialties into

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<sup>64</sup> Henry Mintzberg, "Organization Design: Fashion or Fit?" *Harvard Business Review*, Reprint 81106 (1981), 8.

<sup>65</sup> *FM 3-53*, vi.

smoothly functioning creative teams.”<sup>66</sup> PSYOP branch has proclaimed that the new core task: assess can be performed in ambiguous environments; Mintzberg contends that *Ad hoc* units perform best in ambiguity; and contends that experts must make up the teams. But, both the MISOC and USAJFKSWCS are military organizations feeling the gravitational pull of the machine bureaucracy. This creates significant tension between military requirements for rules and uniformity and the ambiguous environments need for expertise and flexibility.

One method to successfully project *ad hoc* teams into ambiguous space is to have access to a professional core of experts. A cadre of skilled professionals, credentialed in accordance with Mintzberg’s requirements for recognizable credentials, would enable the MISOC to launch teams of experts to handle complex, ambiguous problems or missions. Therefore, the educational program at USAJFKSWCS should empower the establishment of the MISOC’s core of experts. According to Mintzberg, the professional bureaucratic configuration “...surrenders a good deal of its power not only to the professionals themselves but also to the associations and institutions that select and train them in the first place.”<sup>67</sup> This concept takes the certification standard for the experts in the organization and moves it to a regional, national, or international governing body. This concept is examined in detail in Chapter III where we present comparisons between accredited graduate psychology programs and the initial training program at USAJFKSWCS.

Mintzberg’s organizational models, and their arrangement along two axes, demonstrate the need for military organizations attempting to operate in ambiguous, complex environments to adopt as much professional bureaucratic nature as possible. The stress of flexing along the diagonal of the model’s layout causes an organization to wrestle with both increasing complexity and ambiguity. A military organization that utilizes a base in the professional bureaucratic configuration can address the regulatory requirements of the military but still contain the professional skill set to generate successful *ad hoc* teams. Figure 3 highlights three of Mintzberg’s organizational

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<sup>66</sup> Mintzberg, “Fashion or Fit,” 10.

<sup>67</sup> Mintzberg, “Fashion or Fit,” 8.

configurations and some of their characteristics. The figure shows the single axis translation for Professional Bureaucracies to Adhocracies. Given an appropriate foundation of professionals, the Professional Bureaucracy can deliver highly skilled teams to accomplish the ad hoc mission. Purely military organizations that function predominantly as Machine Bureaucracies will have to address increased complexity and ambiguity while conducting missions. Because of the large numbers of rules and need for uniformity in the Machine Bureaucracy, there may be insufficient expertise to handle the increased complexity; there may be insufficient rules or standard procedures to address the ambiguity.

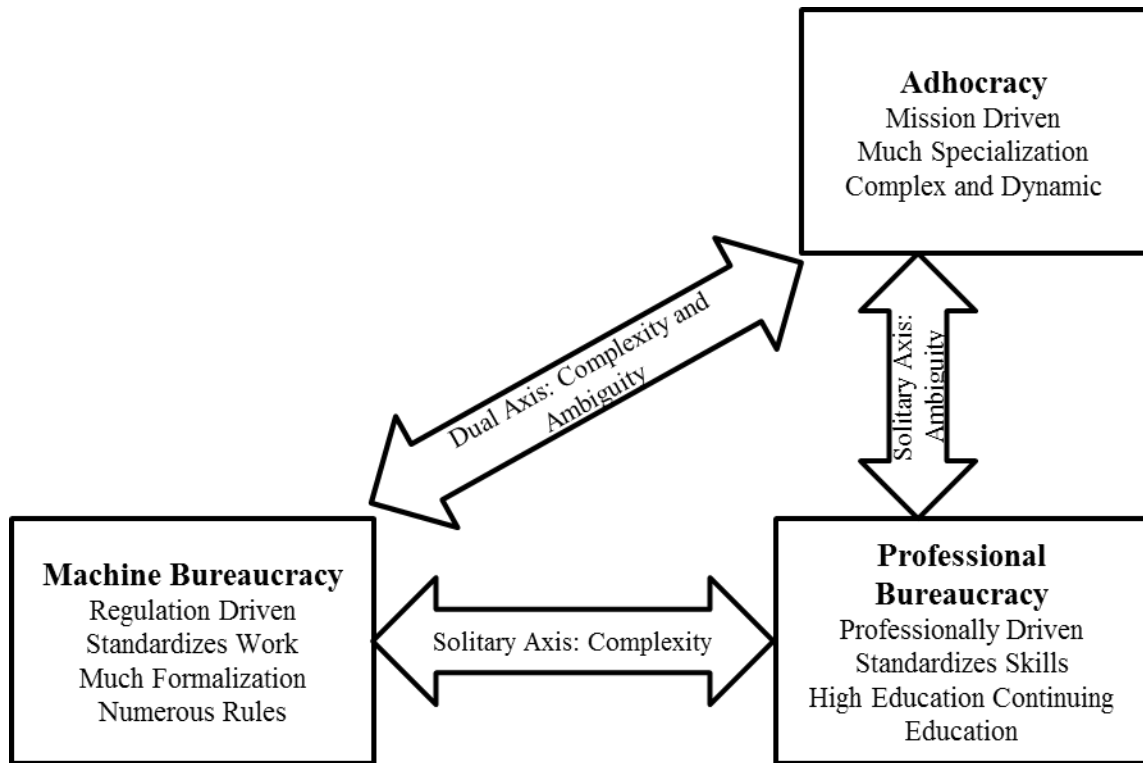


Figure 2. Reaching Adhocracy: Stress in three of Mintzberg’s Configurations<sup>68</sup>

The need to develop a professional base for ad hoc missions is critical to this thesis. Mintzberg specifies that regulation of educational standards sits outside of the organization. It is handled by regional, national, and international certifying bodies. In

<sup>68</sup> Concept identified in Mintzberg, “Fashion or Fit.”



this manner, the engineers who work at Monsanto have the same academic credentials as the engineers who work at Lockheed Martin. Those organizations reach into the same certifying pool to select their talent. Professional Bureaucracies that conduct successful ad hoc mission have universally recognized credentials. Organizations that send out teams to conduct field experiments in applied psychology need to have robust, universally recognized academic standards. The absence of this type of academic foundation severely hampers an organization's ability to produce valid experimental results or assessment.

## 2. Galbraith's Star Model

Mintzberg's model indicates that the preponderant configuration of a particular organization will create opportunities for success or a misfit between organizational configuration and environmental demands.<sup>69</sup> Galbraith shifts the organizational discussion to the alignment of internal factors. Some balancing of Mintzberg's identified organizational to environment misfits can be achieved through the healthy alignment of the five internal systems identified by Galbraith.<sup>70</sup> "The idea of *alignment* is fundamental to the Star Model. Each component of the organization, represented by a point on the model, should work to support the strategy. The more that the structure, processes, rewards, and people practices reinforce the desired actions and behaviors, the better able the organization should be to achieve its goals."<sup>71</sup> Figure 3 shows one presentation of Galbraith's Star Model. Every element of Galbraith's Star Model is inter-related. If *Military Information Support Operations (FM 3-53)* establishes the promises of the branch, the organization is obligated to establish People Practices that support delivery of its strategy, and People Practices proficient in ensuring the capabilities critical to the strategy are developed in the organization's people. Galbraith's Star Model also shows that after the organization's people are educated in the core capabilities, the

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<sup>69</sup> Mintzberg, "Fashion or Fit," 12-14.

<sup>70</sup> Amy Kates and Jay R. Galbraith, *Designing Your Organization: Using the Star Model to Solve 5 Critical Design Challenges* (San Francisco: Jossey-Bass, 2007), 2-3.

<sup>71</sup> Kates and Galbraith, *Designing Your Organization*, 3.

organization must establish a rewards system that will ensure that the organization’s people continue to deliver the capabilities through their career path.

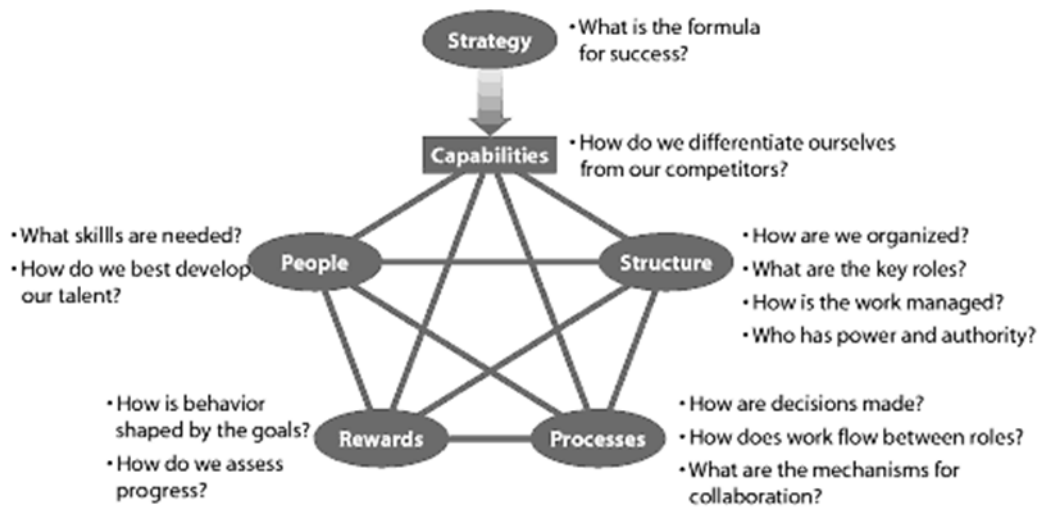


Figure 3. Galbraith’s Star Model.<sup>72</sup>

Portions of the analysis in this thesis rely on the People Practices aspect of Galbraith’s Star Model. Galbraith explains the significance of people practices: “By *people practices*, we mean the human resources policies for selection, staffing, training and development that are established to help form the capabilities and mind-sets necessary to carry out the organization’s strategy.”<sup>73</sup> In order to test these aspects, we identified the elements of strategy and capability in *Military Information Support Operations (FM 3–53)* and evaluated the selection, training, and development processes utilized for PSYOP officers. Galbraith’s model clearly identifies an organization’s obligation to educate its people in accordance with its strategy.

<sup>72</sup> Kates and Galbraith, *Designing Your Organization*, 3.

<sup>73</sup> Kates and Galbraith, *Designing Your Organization*, 22.

### 3. Education and Organizations

This section focuses on organizational theories addressing competencies and education. Collectively the thoughts of these authors shaped the focused question sets generated to examine our hypotheses.

In Daft's text *Essentials of Organizational Theory and Design*, he presents a two-by-two matrix of organizational technology. Daft places Social Scientific research in his nonroutine category. This category designation agrees with the language in *Military Information Support Operations (FM 3-53)*. Daft goes on to describe the significance: "In nonroutine technology, a great deal of effort is devoted to analyzing problems and activities...Experience and technical knowledge are used to solve problems and perform the work."<sup>74</sup> Later in the text, Daft clarifies the requirements for nonroutine organizations: "Nonroutine activities require both formal education and experience."<sup>75</sup> Daft is not the only organizational theorist to discuss formal educational requirements. Figure 4 shows Daft's matrix of technologies.

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<sup>74</sup> Richard L. Daft, *Essentials of Organizational Design and Theory*, 8th ed. (Mason, Ohio: Thomson-SouthWestern, 2004), 284.

<sup>75</sup> Daft, *Essentials of Organizational Design and Theory*, 283-285.

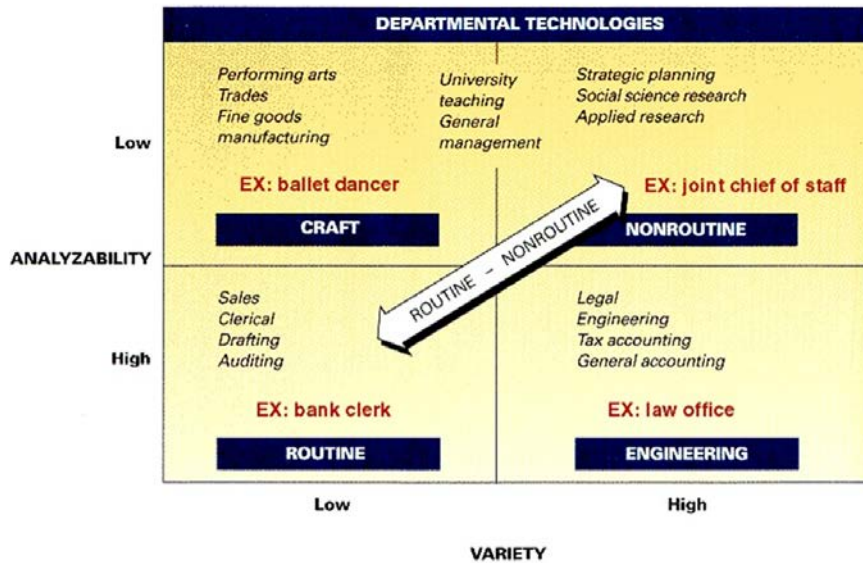


Figure 4. Daft's Departmental Technologies Matrix<sup>76</sup>

In *Career Dynamics: matching individual and organizational needs*, Edgar Schein describes matching processes. These are the processes that link the employee to the organization through recruitment and selection, training and development, and other mechanisms. Like Galbraith and Daft, Schein identifies employee education as a critical aspect of the organization's health. In Schein's dynamic career model, he places education at every transitional point in the career. But not just any education, Schein recommends mutually satisfying educational opportunities. The employee must be qualified and interested in the education, which must in turn, support the organizational needs and occupational role.<sup>77</sup> Schein makes a strong case for examination of the linkage between organization roles and employee education: "organizations must be concerned with the total problem of human resources development for the sake of not only humanistic values, but organizational survival as well."<sup>78</sup> In Figure 5, Schein's dynamic

<sup>76</sup> Daft, *Essentials of Organizational Design and Theory*, 284.

<sup>77</sup> Edgar Schein, *Career Dynamics: Matching Individual and Organizational Needs* (Philippines: Addison-Wesley Publishing Company, Inc, 1978), 4-5.

<sup>78</sup> Schein, *Career Dynamics*, vii.

career model identifies three instances of matching for employees and organizations. At each of the three post hiring matching steps, Schein identifies education as an element of the step.

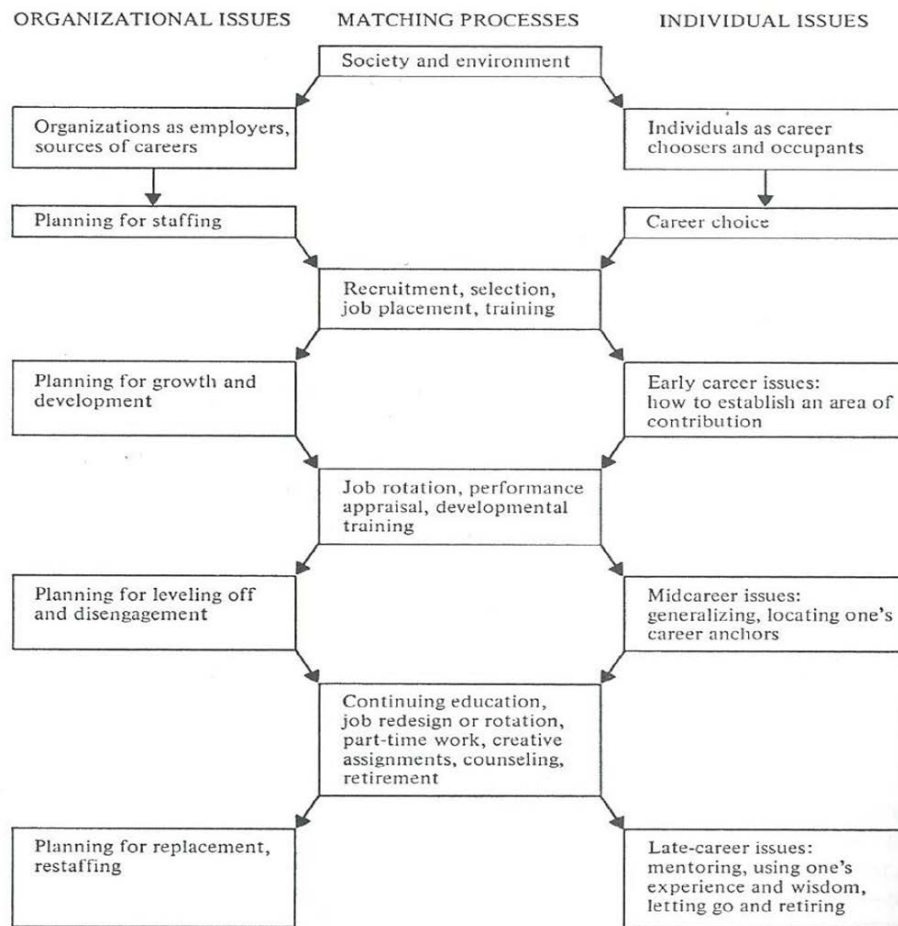


Figure 5. Schein's Dynamic Model Matching Organization to Individual<sup>79</sup>

Thomas W. Jones' 1995 article "Performance Management in a Changing Context: Monstanto Pioneers a Competency-Based, Development Approach" and Mary Ann Von Glinow et al.'s article "The Design of a Career Oriented Human Resource System" provide the final background for this section. Both groups contend that initially and as employees move through organizations they must be recruited, selected and

<sup>79</sup> Schein, *Career Dynamics*, 4.

equipped with the necessary skills and education to perform the competencies of their position. "... [I]ndividuals frequently move through a series of career stages over time that involve substantive changes in the role requirements, as well as in the types of skills, knowledge, and work orientations that the role requires."<sup>80</sup> "... [T]he model makes it clear that moving to the next stage demands the acquisition and demonstration of different performance characteristics than those effectively held in the current stage."<sup>81</sup> These concepts are used to establish not only questions in our structured analysis, but ultimately in the framework for our proposed model.

#### 4. Reward Systems

Steven Kerr opens his famous article on folly with this initial statement:

Whether dealing with monkeys, rats, or human beings, it is hardly controversial to state that most organisms seek information concerning what activities are rewarded, and then seek to do (or at least pretend to do) those things, often to the virtual exclusion of activities not rewarded. The extent to which this occurs of course will depend on the perceived attractiveness of the reward offered, but neither operant nor expectancy theorists would quarrel with the essence of this notion.

Nevertheless, numerous examples exist of reward systems that are fouled up in that types of behaviors rewarded are those which the rewarder is trying to discourage, while the behavior desired is not being rewarded at all.<sup>82</sup>

Jansen and Von Glinow clarify the depth of this issue: "The reward system comprises the related set of processes through which behaviors are directed and motivated to achieve individual and collaborative performance; the set of processes comprise goal setting, assessing performance, distributing rewards, and communicating

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<sup>80</sup> Mary Ann Von Glinow et al., "The Design of a Career Oriented Human Resources System," *Academy of Management Review (Pre-1986)* 8, no. 1 (1983), 34.

<sup>81</sup> Thomas W. Jones, "Performance Management in a Changing Context: Monsanto Pioneers a Competency-Based, Developmental Approach," *Human Resource Management (1986-1998)* 34, no. 3 (1995), 434.

<sup>82</sup> Steven Kerr, "On the Folly of Rewarding A, While Hoping for B," *Academy of Management Executive* 9, no. 1 (1995), 7.

feedback.”<sup>83</sup> This thesis examines the capability statements of *Military Information Support Operations (FM 3–53)* and analyzes the organizational design for aspects of Kerr’s folly and Jansen and Von Glinow’s ethical ambivalence. This thesis asks whether or not scientific (thus valid, reliable, and reproducible) assessment is encouraged and supported, based on the confluence of education and organizational structure, or is some other behavior being rewarded.

## 5. Psychological Contracts

The concept of psychological contracts was described by Schein in *Career Dynamics*. The psychological contract is the arrangement between employer and employee that is developed through the recruiting and hiring phases of the employee life cycle. Schein describes the phenomena as the individual’s process of understanding the organization and the organization’s process of understanding and accepting the individual. “The two processes can be seen as a kind of negotiation between the ‘recruits’ and the organizational members with whom they deal, leading to a viable *psychological contract*- a matching of what the individual will give with what the organization expects to receive, and what the organization will give relative to what the individual expects to receive.”<sup>84</sup> Schein indicates that this contractual formulation occurs independently and implicitly.<sup>85</sup> In *Psychological Contracts in Organizations*, Denise Rousseau extends Schein’s original concepts, where Schein contends solely implicit formation, Rousseau believes that specific articles can serve as formal, tangible objects in the formulation of each parties understanding of the formal contract.<sup>86</sup> Rousseau identifies employee manuals as one article that is often used by employees to establish elements of their half of the psychological contract.<sup>87</sup> This thesis extrapolates Rousseau categorization of employee manuals to military manuals. Specifically, this thesis identifies *Military*

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<sup>83</sup> Erik Jansen and Mary Ann Von Glinow, “Ethical Ambivalence and Organizational Reward Systems,” *Academy of Management Review* 10, no. 4 (1985), 816.

<sup>84</sup> Schein, *Career Dynamics*, 81.

<sup>85</sup> Schein, *Career Dynamics*, 112.

<sup>86</sup> Denise M. Rousseau, *Psychological Contracts in Organizations* (Thousand Oaks, CA: Sage Publications, Inc., 1995), 69.

<sup>87</sup> Rousseau, *Psychological Contracts*, 72–73.

*Information Support Operations (FM 3–53)* as a tangible, explicit object for the formulation of PSYOP officer expectations. This categorization is based on the position the manual occupies in the initial USAJFKSWCS POI for PSYOP officers. This is important to PSYOP and this thesis because violations of the psychological contract have organizational consequences. “[T]he mutual expectations formed between the employee and the employer function like a contract in that if either party fails to meet the expectations, serious consequences will follow.”<sup>88</sup>

## **E. WAGING PSYCHOLOGY**

This section of the literature review demonstrates a number of significant points regarding the science of psychology, research in psychology, and the need to have expertise in the subtleties of human behavior. This is instrumental to this thesis because it establishes a degree of precision in the technical knowledge required to conduct scientific operations. It furthermore demonstrates that constructive criticism, methodological review, and methodological modification are all inherent in scientific application of psychological theories.

### **1. Theory of Reasoned Action**

In 2010, Martin Fishbein and Icek Ajzen published *Predicting and Changing Behavior: The Reasoned Action Approach*. This publication represented over 40 years of work in the field of predicting and changing human behavior. Their journey began in 1969 with “The Prediction of Behavioral Intentions in a Choice Situation.”<sup>89</sup> The authors established “[c]onsistent with decision theory notions it was found that behavioral intentions in a choice situation could be predicted with higher accuracy by considering attitudes toward all behavioral alternatives than by using the attitude toward only one of the possible actions.”<sup>90</sup> In 1975, they published *Belief, Attitude, Intention and Behavior: An Introduction to Theory and Research*. This early formulation of their

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<sup>88</sup> Schein, *Career Dynamics*, 112.

<sup>89</sup> Icek Ajzen and Martin Fishbein, “The Prediction of Behavioral Intentions in a Choice Situation,” *Journal of Experimental Social Psychology* 5, no. 4 (1969), 400–416.

<sup>90</sup> Ajzen and Fishbein, “The Prediction of Behavioral Intentions,” 400.



theory included simply belief, attitude, intention, and behavior. This initial theory was called the theory of reasoned action.<sup>91</sup> Ajzen and Fishbein would later contend that this theory was only sufficient for volitional behaviors.<sup>92</sup> In order to solve the model's inability to address non-volitional behaviors, the authors published a slightly modified version in the 1980s. The modified version incorporated the concept of perceived behavioral control to account for situations and objects that contained non-volitional elements.<sup>93</sup> In 2010, the most recent version of their model is presented in *Predicting and Changing Behavior, the Reasoned Action Approach*. The updated model is presented in Figure 6.

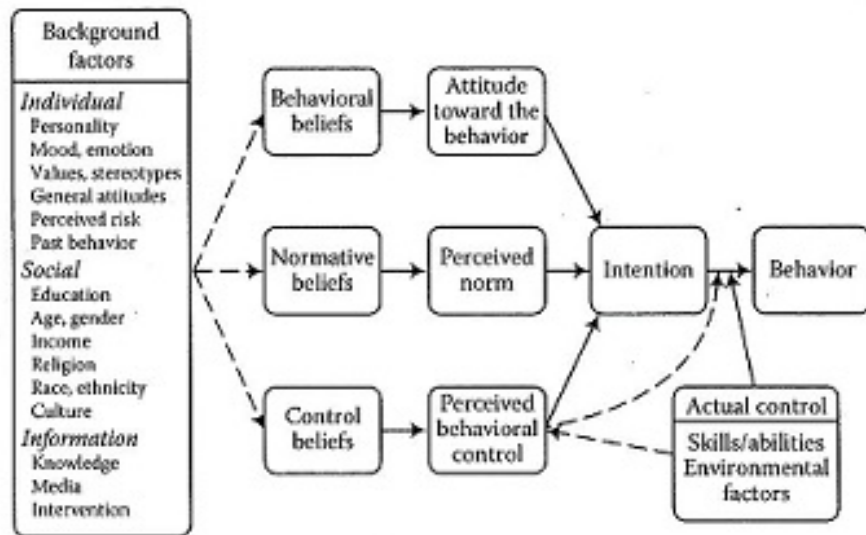


Figure 6. Fishbein and Ajzen's 2010 Reasoned Action Model<sup>94</sup>

<sup>91</sup> Icek Ajzen and Martin Fishbein, *Belief, Attitude, Intention, and Behavior: An Introduction to Theory and Research* (Reading, MA: Addison-Wesley, 1975), 14–18.

<sup>92</sup> Richard P. Bagozzi, "The Self-Regulation of Attitudes, Intentions, and Behavior," *Social Psychology Quarterly* 55, no. 2 (1992), 180.

<sup>93</sup> Icek Ajzen and Martin Fishbein, *Understanding Attitudes and Predicting Social Behavior* (Englewood Cliffs, NJ: Prentice-Hall, 1980), 22–26.

<sup>94</sup> Martin Fishbein and Icek Ajzen, *Predicting and Changing Behavior* (New York: Psychology Press: Taylor and Francis Group, 2010), 22.

This model represents very little structural change since its initial presentation in 1975. The body of work by these researchers has generated well over 1,000 subsequent professional journal publications relying upon their reasoned action approach.<sup>95</sup> There were also many professional publications that assessed their model's veracity.

In 1988, Sheppard et al. published "The Theory of Reasoned Action: A Meta-Analysis of Past Research with Recommendations for Modifications and Future Research." The meta-analysis research design confirmed Ajzen and Fishbein's model, but "...numerous instances were identified in which researchers overstepped the boundary conditions initially proposed for the model."<sup>96</sup> Research projects were failing to appropriately utilize the limiting parameters of the model. Additionally, some research efforts failed to establish object coordination across the attitude, intention, and behavior conditions. Sheppard found sound correlation between the factors in the two sets of 87 experiments he selected for his meta-analysis. He concluded by recommending that subsequent models incorporate the following ideas: "appropriate modification of the original Fishbein and Ajzen model to account for goal intentions, choice situations, and differences between intentions and estimation measures should be further investigated."<sup>97</sup> Sheppard's meta-analysis was eventually cited in the Fishbein and Ajzen's 2010 publication.

In 1990, Robert Shigley published a review of attitude and behavior theories that included five potential constructs for the relationship: attitude precedes behavior, attitude is behavior, attitude is not directly related to behavior, attitude follows behavior, and attitude and behavior are reciprocal.<sup>98</sup> Shigley presents a brief history of the fields of both behavioral science and attitude science.<sup>99</sup> He then presents analysis on each of the

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<sup>95</sup> Fishbein and Ajzen, *Predicting and Changing Behavior*, xvii.

<sup>96</sup> Blair Sheppard, Jon Hartwick, and Paul R. Warshaw, "The Theory of Reasoned Action: A Meta-analysis of Past Research with Recommendations for Modification and Future Research," *Journal of Consumer Research* 15, no. 3, (1988), 325

<sup>97</sup> Sheppard, Hartwick, and Warshaw, "Meta-analysis," 340.

<sup>98</sup> Robert L. Shigley, "Attitude and Behavior are Correlates," *Journal of Research in Science Teaching* 27, no. 2 (1990), 98.

<sup>99</sup> Shigley, "Attitude and Behavior are Correlates," 99–100.

five constructs. Out of the five constructs, Shirgley identifies Ajzen and Fishbein and their instrumental identification of intermediary factors in the Attitude-Behavior linkage. In the behavior first construct, he identifies the work of Petty and Cacioppo and their elaboration likelihood model. He also discusses Bem and Liska and their models of behavior-attitude reciprocity. Shirgley's work serves as a nice primer on the great ideas in changing attitudes or behaviors. What is interesting about Shirgley's work is that it deals with effective strategies for science teaching. The attitudes and behaviors that he is ultimately concerned about are those of students and teachers and how the community improves the pro-science attitudes and teaching behaviors.<sup>100</sup> There is a tremendous amount of professional publication materials that can support the education of officers who are "the only DOD force specifically trained to analyze, understand, and exploit the psychological effects of targeted messages and actions and knowing which are most applicable to any given situation."<sup>101</sup>

## **2. Alternate and Unifying Theories**

Cacioppo and Petty's 1986 book *Communication and Persuasion: Central and Peripheral Routes to Attitude Change* details the methodology and theory of their elaboration likelihood model. In the introduction they summarize their applicability:

In this monograph, we present a general framework for understanding the attitude change that result from exposure to persuasive communications. This theory, which we have called the Elaboration Likelihood Model (ELM), outlines two 'routes to persuasion.' One route is based on a careful and thoughtful assessment of the central merits of the position advocated (central route). The other is based on some cognitive, affective, or behavioral cue in the persuasion context which becomes attached to the advocacy or allows a relatively simple inference as to the merits of the position advocated (peripheral route). Similar amounts of attitude change can be produced via either route. However, the changes induced via the central route require more cogitation and are postulated to be more persistent, resistant to counterpersuasion, and predictive of behavior. We

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<sup>100</sup>Shirgley, "Attitude and Behavior are Correlates," 109.

<sup>101</sup> *FM 3-53*, vi.

believe that these two routes to persuasion are applicable to the full range of situations in which people are influenced by persuasive communication.<sup>102</sup>

While the authors can be judged optimistic regarding the applicability of their model to all things persuasive, if they are a little bit correct, they must be included in the instructional framework that is specified in the *Military Information Support Operations (FM 3-53)*.<sup>103</sup>

Also mentioned by Shrigley in his retrospective was Allen Liska. As early as 1974, Liska was contending in the emerging battles of attitude and behavioral consistency. His earliest work dealt with the mathematical and methodological challenges associated with conducting attitudinal research. In “Emergent Issues in the Attitude-Behavior Consistency Controversy,” he presented the utility of multivariate methods for examining the attitude behavior linkage. In his conclusion he identified a far-reaching utility for this type of inquiry: “Multivariate research has functioned to establish a viable avenue of attitude-behavior research, which is valuable, not only to this research area, but also to research on various topical problems and to the translation of attitude research into social policy.”<sup>104</sup> Liska then contends that “policy makers are interested not in attitudes, but in behavior.”<sup>105</sup> PSYOP branch needs to care about all aspects of the influence process from attitude to behavior. But PSYOP branch’s assessment methods should be focused on overt behavior since the routine monitoring of relevant behaviors provides the most reliable access to quantifiable data regarding effectiveness. Quantifiable representative behavioral data is essential to the scientific conduct of assessment.

By 1984, Liska had shifted from discussing the re-invigoration of the research area, thanks to enhanced multivariate analysis techniques, to putting forth ideas regarding reciprocal behavioral attitudinal relationships. He concluded:

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<sup>102</sup> R. E. Petty and J. T. Cacioppo, *Communication and Persuasion: Central and Peripheral Routes to Attitude Change* (New York: Springer-Verlag, 1988), vii-viii.

<sup>103</sup> *FM 3-53*, 1-5.

<sup>104</sup> Allen E. Liska, “Emergent Issues in the Attitude-Behavior Consistency Controversy,” *American Sociological Review* 39, no. 2 (1974), 270.

<sup>105</sup> Liska, “Emergent Issues,” 270.

The findings show that the effect of attitudes on behavior is generally stronger than the effect of behavior on attitudes, but that the strength of that difference is contingent on the presence of various theoretically specified conditions. Hence, the research suggests that estimates of attitude-behavior reciprocal effects should be made within theoretical specifications.<sup>106</sup>

This 1984 finding is incredibly important for the PSYOP branch and this thesis. Liska's identification of reciprocal relationships establishes the scope of fundamental theories relevant to the PSYOP branch. Liska specified that there are links both forward and backwards. To truly understand the underlying science, one must understand arguments of the forward proponents, Ajzen and Fishbein, and the reverse proponents, Petty and Cacioppo, while at the same time understand the interrelated reciprocal theories by the men who argue those elements of both directional theories are at play in the overall human construct. Any organization that teaches applied psychology must include the theories of these men, minimally, or more recent contemporaries in order to round out a student's fundamental understanding of the theories associated with attitude, behavior, and change.

For those not satisfied with arguments about the validity of psychology rooted in the science of the 1970s, Noah Friedkin had a 2010 *Social Psychology Quarterly* publication describing the union of Ajzen, Fishbein and social influence network theory.<sup>107</sup> Even the more modern ideas concerning influence establish their foundations in the work of the fundamental researchers publishing during the 1970s and 1980s struggle to determine the validity of behavior and attitude linkages. Friedkin contends that “[i]n tandem, the theories provide an explanation of the voluntary behavior of individuals, the adoptions of courses of actions by small groups, and the behavioral cascades of large-scale groups.”<sup>108</sup> This is extremely relevant to our arguments. Even emerging concepts regarding influence, those of social networks specifically, rely upon a deep understanding of the theories of behavior. In order to function in this arena,

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<sup>106</sup> Noah E. Friedkin, “The Attitude-Behavior Linkage in Behavior Cascades,” *Social Psychology Quarterly* 73, no. 2 (June 2010, 2010), 196.

<sup>107</sup> Friedkin, “The Attitude-Behavior Linkage in Behavior Cascades,” 196.

<sup>108</sup> Friedkin, “The Attitude-Behavior Linkage in Behavior Cascades,” 197.

practitioners must have deep understanding of these theories. This is the credential that allows them to then select empirical criteria to test their theory driven hypotheses that grants them Pigluicci's science endorsement. Anything short risks the categorization of bunk or worse.

### 3. Measuring

In a *Journal of the American Statistical Association* publication, Michael Browne published a short review of the scientific fundamental most directly related to the new core task: assess. Browne opens the article titled "Psychometrics" with: "To progress, a scientific discipline must develop methodology for obtaining measurement of relevant constructs and to extract meaning from the measurements it does have."<sup>109</sup> Browne is sympathetic to challenges generated by questions of measurement: "This is not a straightforward matter in psychology."<sup>110</sup> Browne, however, goes on to sum up the discipline of psychometrics:

In a broad sense, psychometrics may be regarded as the discipline concerned with the quantification and analysis of human differences. This involves both the construction of procedures for measuring psychological constructs and the analysis of data consisting of the measurements made...psychometrics is often regarded as the development of mathematical or statistical methodology for the analysis of measurement data in psychology.<sup>111</sup>

For the new core task: assess, psychometrics may be the critical supporting discipline. "During the course of the twentieth century, psychometrics has developed into a sophisticated, mathematically oriented discipline aimed at providing methodology for handling the particularities of psychological measurement."<sup>112</sup>

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<sup>109</sup> Michael Browne, "Psychometrics," *Journal of American Statistical Association* 95, no. 450 (2000), 661.

<sup>110</sup> Browne, "Psychometrics," 661.

<sup>111</sup> Browne, "Psychometrics," 661.

<sup>112</sup> Browne, "Psychometrics," 664.

## F. TEACHING PSYCHOLOGY

Malcolm Gladwell has written a number of bestselling books on psychological phenomena. In *Tipping Point*, he highlights an important technical point about psychology; it is sometimes counter-intuitive.<sup>113</sup> In addition to Gladwell's assertion that psychology is counter-intuitive, the journal *Teaching of Psychology* focuses on the challenges associated with teaching psychology at the post-secondary and post-graduate level. In their 1986 article titled "Misconceptions about Psychology among College Students," Gardner and Dalsing examined the stability of student misconceptions regarding psychological theories and fundamentals. They found that the introductory psychology course was inefficient at reducing misconceptions. These misconceptions were likely formed through poorly structured empirical experience, television and media, or peer relationships, and that students required 18 or more psychology credits, typically six or more courses, to substantially eliminate their misconceptions. Additionally, students who pursue non-psychological graduate education show an increase in their incorrect responses on the specific test administered in the experiment.<sup>114</sup>

Because of the counterintuitive nature of psychology, a substantial educational process is required to arrive at technical expertise. Beyond the psychological requirements, non-psychological graduate students may re-establish misconceptions in the technically challenging, counter-intuitive field of psychology. Gardner and Dalsing indicate that the majority of psychology students will not substantially alter their fundamental understanding of psychology until they have completed their sixth course.<sup>115</sup> Additionally, the acquisition of a non-psychological graduate degree does not alleviate the misunderstanding difficulty; Gardner and Dalsing's data demonstrates a potential increase in misconceptions at the graduate level.<sup>116</sup>

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<sup>113</sup> Gladwell, *Tipping Point*, 258–259.

<sup>114</sup> Rick M. Gardner and Suzanne Dalsing, "Misconceptions about Psychology among College Students," *Teaching of Psychology* 13, no. 1 (1986), 32–34.

<sup>115</sup> Gardner and Dalsing, "Misconceptions about Psychology," 33.

<sup>116</sup> Gardner and Dalsing, "Misconceptions about Psychology," 33.

In a 2009 *Review of General Psychology* article, Murray Goddard describes the relationship of human intuition and empirical psychological results. The power of human intuition is so robust that empirically generated counterintuitive results are rejected or contradicted. This often happens in the minds of the uneducated, but it also happens amongst researchers.<sup>117</sup> The illumination of counterintuitive aspects of psychology requires initial training, sufficient to overcome the misunderstandings, along with continuous academic re-enforcement of the challenging counterintuitive concepts.

This concept, that psychology is counterintuitive and teaching its theories takes time, is relevant to this thesis. The challenge associated with teaching psychology must be addressed by an organization that claims a special expertise in the understanding and assessment of psychological phenomena.

## **G. ACADEMIC PUBLISHING**

The act of reporting MOP in the place of MOE can be seen as a methodological failure or a scientific understanding failure. In either etiology, the solution is for someone to identify the lack of sound methodology and reject the incorrectly constructed report of effectiveness. There are no doctrinally established criteria for this process in PSYOP. The mechanism that attempts to manage this process in academia is the peer review journal publication process.

The need for methodology, assessment, and appropriate publication is articulated nicely in a 2008 *International Journal of Clinical and Health Psychology* article.

Science is an organized body of knowledge acquired from a well defined and coherent scheme of activities, the scientific method. The scientific method is an auto-corrective, systematic and structured procedure to evaluate empirical observations, minimizing bias from beliefs or faulted reasoning. As a consequence, scientific knowledge is noticeable, objective, accurate, reliable, public, and replicable.<sup>118</sup>

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<sup>117</sup> Murray J. Goddard, "The Impact of Human Intuition in Psychology," *Review of General Psychology* 13, no. 2 (2009), 169–172.

<sup>118</sup> Manuel M. Ramos-Álvarez, María M. Moreno-Fernández, Berenice Valdés-Conroy, and Andrés Catena, "Criteria of the Peer Review Process for Publication of Experimental and Quasi-experimental Research in Psychology: A Guide for Creating Research Papers," *International Journal of Clinical and Health Psychology* 8, no. 3 (2008), 752.



Writing primarily for a psychological audience, the authors of the 2008 article contend that the peer review process is an important aspect of the overall process of psychological experimentation through the scientific method.<sup>119</sup> In their discussion, they contend that emerging research forms or quasi-experimentation techniques including Internet based research can benefit from their guidelines regarding experimental validity.<sup>120</sup> This article highlights techniques for successfully publishing in a system that seeks to preserve the mechanisms of the scientific method while promulgating the data that expands the field's collective understanding. The PSYOP branch could certainly benefit from a systematic element that demands validity, reliability, and reproducibility of methods and results.

While some would complain about the peer review system, a 2006 *Nature* article titled "Journals Submit to Scrutiny of Their Peer-Review Process," discussed the significance of the process for three prominent medical journals. In their examination of the process, the authors tracked 1,000 papers and their journey through the peer review process. Two important results were identified in the article. The process forces submitting authors to be forthright regarding potential conflicts of interest. The process successfully separates methodologically inferior efforts from the publication process. In addition to these two findings, the authors found that properly constructed submissions with negative results were successfully published with surprising frequency.<sup>121</sup>

The absence of a similar process in PSYOP contributes to the oft lamented publication of MOP for MOE. A process similar to the academic peer review process could improve the quality of reports by ensuring that the assessments are based on psychological theories and the results are generated by methodologies that ensure valid, reliable, reproducible assessments of PSYOP effectiveness.

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<sup>119</sup> Ramos-Álvarez et al., "Criteria of the Peer Review Process," 751–752.

<sup>120</sup> Ramos-Álvarez et al., "Criteria of the Peer Review Process," 754.

<sup>121</sup> Jim Giles, "Journals Submit to Scrutiny of Their Peer-Review Process," *Nature* 439 (2006), 252.

## **H. MODEL: MILITARY ORGANIZATION CONDUCTING FIELD EXPERIMENTS IN APPLIED PSYCHOLOGY**

### **1. Research Premise**

In order to establish the model presented in this thesis, the nature of the idealized organization had to be established. Comparing either the Seven Phase PSYOP Process or the *Military Information Support Operations (FM 3-53)* core task system to any reasonable presentation of the scientific method enables an observer to see that PSYOP and MISO are psychological operations in keeping with the spirit of the scientific method. Guidelines are established; data is collected; behaviors and populations are identified; hypotheses are formed: “Product X, when disseminated to members of TA performing behavior B, will lead to behavior change  $B\Delta$ ;” additional data is collected; results are published. Figure 7 shows the elements of the PSYOP/MISO processes on the left, the scientific method on the right, and the linkage in the center.

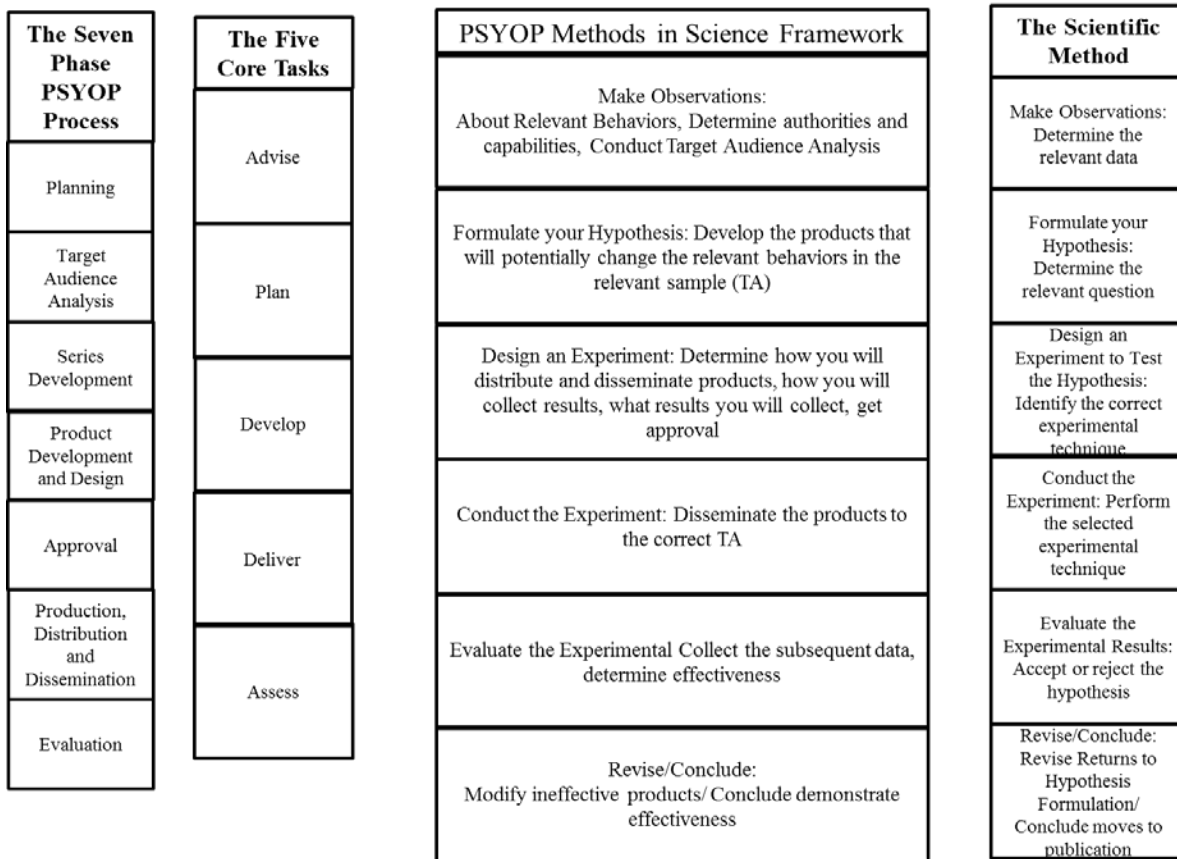


Figure 7. PSYOP and the Scientific Method<sup>122</sup>

Since correctly executed PSYOP methodology follows the scientific method, the organization can be linked to an appropriate scientific endeavor. The model presented in this thesis relies upon academic credentials found in applied psychology. This particular discipline was selected in part because of the availability of academic institutions at the appropriate academic echelon, but primarily because of the parallels between academic applied psychology and the operational application of MISO by PSYOP officers.

<sup>122</sup> Headquarters, Department of the Army, *Field Manual (FM) 3-05.301: Psychological Operations Process: Tactics, Techniques, and Procedures* (Washington, DC: Department of the Army, 2007), i-ii; *FM 3-53*, xi; and Anne Marie Helmenstine, "Scientific Method Steps: Learn the Steps of the Scientific Method," accessed 30 November 2013, <http://chemistry.about.com/od/sciencefairprojects/a/Scientific-Method-Steps.htm>.

## 2. The Dynamic Capability Alignment Model

Figure 8 presents a model for a military organization that conducts field experiments in applied psychology. This ideal organizational model serves as the evaluatory lens used in Chapters III and IV.

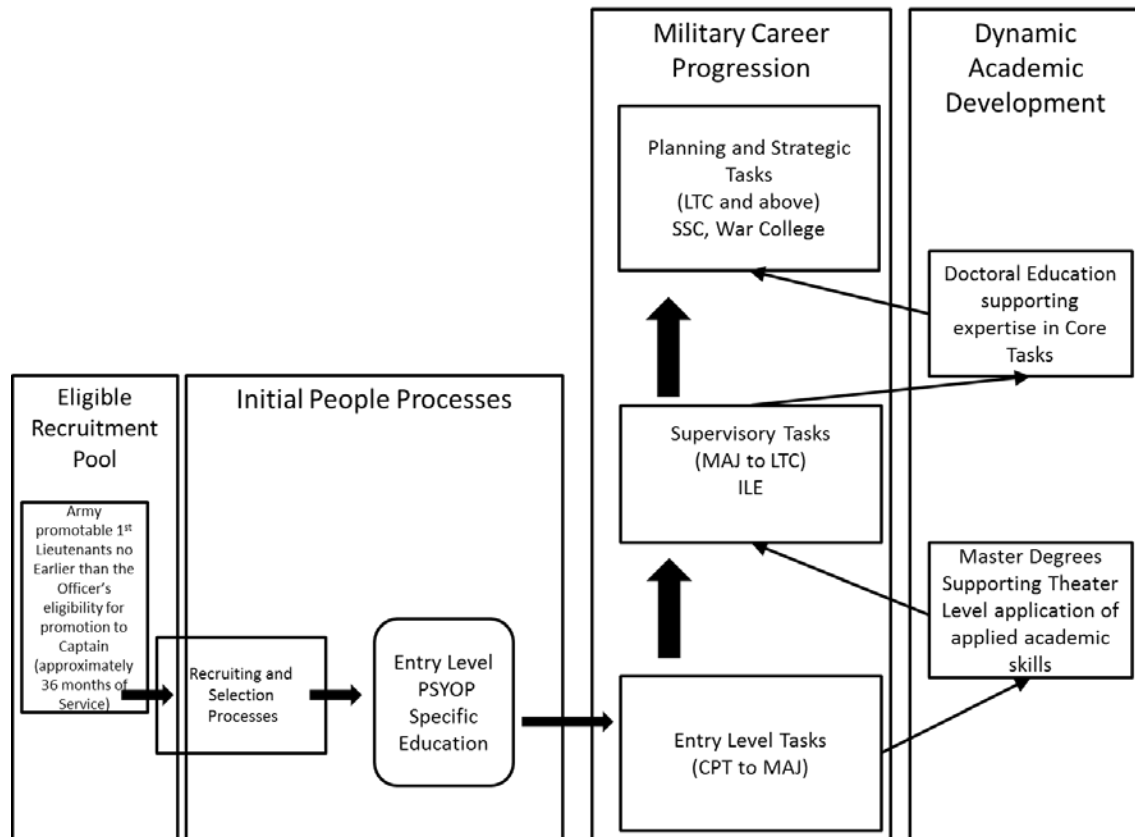


Figure 8. Dynamic Capability Alignment Model for the New Core task: Assess

The Dynamic Capability Alignment Model, introduced in Figure 8, covers the PSYOP branch from an officer's initial eligibility for recruitment and selection through the branch's current terminal rank of colonel. The model addresses the alignment requirements of Galbraith's star model by linking initial people processes to tasks, career educational development, military rank progression, and organizational strategic vision. The model incorporates Mintzberg's requirements for professional cadre credentialing and maintenance of skill standardization. The model incorporates three matching

educational steps illustrated in Schien's model, and the model relies upon recommendations from Jones and Von Glinow to identify appropriate competencies to align with each step in the military career progression. This model also links education requirements, task specificity, and ethics of science into the proposed relationship between the three education steps and the three military steps this combination addresses concepts from Kerr, Jansen, Schein, Rousseau, and Daft. The remainder of this section will detail the movement of PSYOP personnel through the model and link all of this into the correct conduct of assessment.

### **3. Moving through the Model to Conduct Assessment**

#### ***a. Initial People Practices***

Two blocks are included in the Initial People Practices section of the Dynamic Capabilities Alignment Model. In this section of the model, Selection and Recruiting Processes and Entry Level PSYOP Specific Education occupy the larger cell. According to Galbraith, these elements must support the strategy of the organization. *Military Information Support Operations (FM 3-53)* sets the bar: "PSYOP Soldiers, by virtue of their specialized training...are skilled in assessing the intended psychological effects of military operations on various enemy, adversary, neutral, and friendly TAs."<sup>123</sup> The two subordinate blocks must come together to produce the PSYOP practitioners with specialized training in assessing psychological effects, and their interaction must occur in the confines of a reasonable timeline for throughput. This model does not propose the generation of doctoral practitioners in the entry-level program. It does, however, demand that the education in the initial training block is commensurate with graduate level psychological education.

This addresses two demands on the results generated in the Initial People Processes: sufficient education based on the promises of *Military Information Support Operations (FM 3-53)* and sufficient throughput based operational demands fulfilled by the MISOC. The ideal model incorporates sufficient scientific fundamentals so that PSYOP officers understand research design and methodology. This process generates

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<sup>123</sup> *FM 3-53*, vi.

brand new PSYOP officers that understand a depth and breadth of psychological theories associated with changing behaviors and attitudes. Additionally, these new PSYOP officers must understand how the scientific methodologies and psychological theories relate to the MISOC's organizational framework and PSYOP branch's field or operational methodology. Brand new PSYOP officers must be able to envision a process that goes from planning, to execution, to assessment, and reporting all constrained by the lateral limits of policy regulations, but fueled by sufficient scientific foundations that the assessment products are valid, reliable, and reproducible. Because of the pressures of throughput, the selection process must ensure that the educational starting point in the POQC classroom allows for completion of the education requirements. The selection process should match an officer's academic backgrounds and academic performance histories with the required starting point in the POQC's academic curriculum. The formal association of selection criteria and academic starting point in the POQC is the only way to ensure that POQC-certified officers reach initial task competency during their POQC education. Additionally, the Initial People Processes of the PSYOP branch has the responsibility of ensuring that officers can obtain the initial POQC credentials and also ensure the creation of an officer cadre that is academically competitive for continuing educational development.

***b. Military Career Progression***

In the Military Career Progression segment of the model, three phases are identified. They range from Entry Level Tasks (post-POQC), to Supervisory Tasks (Post-Intermediate Level Education (ILE)), and finally Strategic and Planning Tasks (post-Senior Service College). These blocks in the model highlight typical military progression and demonstrate the standard Army educational steps. According to Schein's matching processes, these Army educational steps fulfill the Army's educational requirements. Unfortunately, "the only DOD force specifically trained to analyze, understand, and exploit the psychological effects" requires more than the conventional Army's doctrinal

and field manual oriented career education program.<sup>124</sup> Discussion of the Dynamic Academic Development segment will be discussed later.

The model clarifies the scope of tasks to be executed at each level of the military career progression. At the entry level, PSYOP officers must manage the application of program products to appropriate populations. They should manage the distribution and dissemination of products, participate in the product development process, and be conversant in the scientific methods and academic theories that comprise the entry level tasks. They should not add the presentation of assessment to their list of tasks. In the absence of robust scientific foundations, sufficient methodological experience, and appropriately structured incentives, these most junior members of the branch cannot be expected to successfully deliver valid, reliable, and reproducible assessments.

The responsibility for evaluating the effectiveness of PSYOP or MISO programs shifts to the Supervisory Tasks block. PSYOP officer serving in supervisory positions at a Theater Special Operations Command (TSOC) are ideally posted and skilled to perform assessment tasks. This concept is in concert with *Military Information Support Operations (FM 3-53)*: “Report the effectiveness of MISO and adjust plans, as required. Develop intelligence requirements necessary to plan, develop, deliver, and assess MISO.”<sup>125</sup> There are numerous advantages for the PSYOP professionals placed in these assignments to conduct this aspect of the new core task: assess. They should have the requisite introductory academic credentials in methodology and theory. They should have additional operational experience, and they have additional opportunities to obtain advanced education in methodology and theory. They should have access to additional assessment resources not typically accessible by the subordinate PSYOP officers. With the operational experience and advanced education, these individuals are properly equipped to serve as gate keepers of scientific integrity. Kerr and Jansen’s concerns about folly and ethical ambivalence are addressed by the separation of the formal assessment task from the entry level.

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<sup>124</sup> *FM 3-53*, 1-4.

<sup>125</sup> *FM 3-53*, 3-6.

Critical to all of this is the role of the PSYOP officers in the Strategic and Planning Tasks block. They should represent an experience and education extension of the previous echelon. There is a continued acquisition of operational experience, and there should be the pursuit of Doctoral credentials ideally, and core task-oriented master's credentials minimally. In the strategic capacity, they must be able link national strategic intent to quantifiable representative behaviors. Once the appropriate behaviors are identified, the strategic planners must write programs with behavioral intent and authorizations. This link will be fundamental for both subordinate echelons ability to participate in the assessments process. This complicated theoretical process requires Doctoral-level insight into the theories of psychology, psychometrics, and influence that enables the selection of susceptible behavioral objects, whose alteration supports National Strategy, and elaboration of quantifiable elements, whose quantification is supported by subordinate capabilities. Without this advanced echelon of credential and experience, the authorizing documents will fail to support assessment efforts and doom the new core task: assess with un-executable programmatic authorizations. The strategic vision of PSYOP and the career progression must account for the generation of the experts of this degree and seek to place in the appropriate planning assignments.

*c. Dynamic Academic Development*

The final major component of the model is the Dynamic Academic Development segment. While this section only contains two steps, it cannot exist if the appropriate foundations in the Initial People Practices are missing. During the acquisition of the obligatory Army credential of ILE, select PSYOP officer should be routed out to appropriate civilian graduate level education. Due to the challenges associated with career timelines, the PSYOP officers with sufficient academic resumes will be competitive for admission to graduate institutions performing the research that support the execution of PSYOP's core tasks in general and the new core task: assess specifically. The organization must develop selection criteria supportive of the officer's entire career progression. Career long academic requirements must be facilitated by appropriate initial selection criteria. Doctoral candidates cannot be grown during operational commitments. The branch must identify this potential at recruiting and groom it through rank



progression. Not only does the inclusion of academic elements at selection facilitate the starting point of the POQC curriculum, they will also enhance the academic competitiveness of our officers for Masters and Doctoral level program admission. The acquisition of Doctoral degrees for PSYOP officers allows their placement at policy planning positions that will bring operational experience, career seniority, and Doctoral credentials to the offices that are responsible for the producing and securing approval for the programmatic authorizations that allow the conduct of MISO around the world.

*d. Linking It Together*

When all the roles are fulfilled in the Dynamic Capability Alignment Model, and the necessary academic credentials are on-hand, the model works in the following manner. The entry level PSYOP officer performs work within the limitations of his authorized program. He should develop a network in the deployed area of operations, and he must responsibly maintain the health of his network. He maintains detailed reports on the distribution and dissemination of products, and he reports these data points to the TSOC (which continuously monitors the susceptible behaviors identified by the strategy level). The supervisory level PSYOP officer periodically compiles the dissemination data with the ongoing behavioral data. The TSOC officer then uses this collected data to generate the official assessments of effectiveness. The TSOC, not the individual subordinates, is assigned the responsibility for determining the results of the new core task: assess. The TSOC officer must maintain this data longitudinally because the task to maintain longitudinal data is assigned to the longest lasting assignment in theater. TSOC assignments are typically two years, while subordinate assignments are six to nine months. The TSOC is responsible for compiling theater assessment data and presenting it to the strategic echelon periodically. The benefit of access to longitudinal assessment data is the TSOC's ability to identify behaviors that seem inaccessible and propose new relevant behaviors for inclusion in the emerging policy and programmatic authorizations. The PSYOP officers at the strategist level should look to incorporate recommendations from the theater research into subsequent policy. They should also look to continually improve programmatic language and functionality.

### III. EDUCATIONAL FOUNDATIONS

#### A. EVALUATING POSTGRADUATE PSYCHOLOGY PROGRAMS

##### 1. Establishing the Appropriate Criteria

The analysis presented in this chapter focuses on the “Initial People Processes” segment of the proposed model. Figure 9 shows the evaluated components.

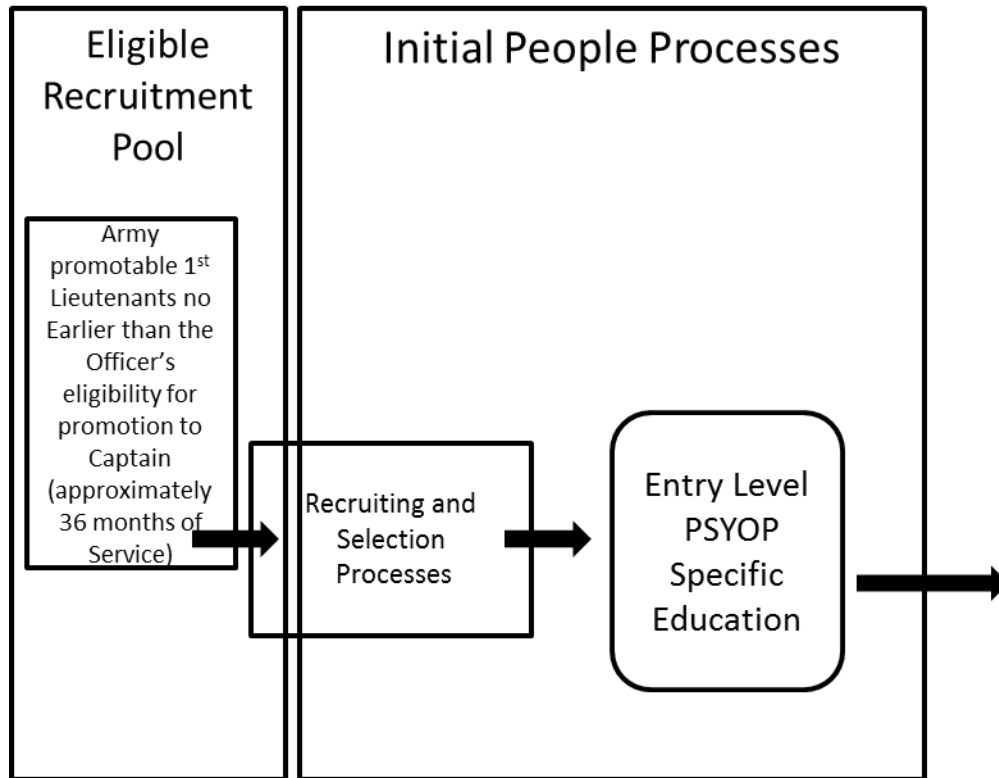


Figure 9. Elements of the Initial People Processes

This portion of the model is significant because it attempts to match the individual's experience in the Initial People Processes with the larger strategic vision of the organization. Due to limitations generated by throughput obligations, there must be coordination between the Recruiting/Selection Processes and the content covered in the PSYOP-specific education. For example, if an organization needs officers capable of performing calculus, and the entry level training must teach the required calculus skills,

the program cannot succinctly establish the requisite calculus skills when none of the students in the classroom has successfully completed the prerequisite education in algebra and trigonometry.

The actual Initial People Process for a PSYOP officer covers the officer from his initial application for accession to the branch, to his successful selection at the conclusion of assessment, and finally, successful completion of the POQC. This process takes the officer approximately 18 months.<sup>126</sup>

This section presents our comparative study analysis of the four academic institutions, using the structured questions identified in the methodology section. The questions are re-iterated here for convenience.

1. What qualification does each institution claim to provide?
2. What undergraduate degrees does each institution require prior to acceptance?
3. What undergraduate academic curricula requirements does each institution promulgate?
4. What elements does each institution publish as relevant to the application process?
5. What are the descriptive statistics concerning undergraduate and graduate performance measures of individuals at each institution?
6. What are the requirements for graduation, certification, or credentialing?
7. What are the governing bodies that provide each institution is accreditation?
8. What does each institution's curriculum provide its students?

The academic program as USAJFKSWCS is responsible for conducting both the PSYOP Assessment and Selection (POAS) and POQC. This institution and its curriculum are compared to three Masters of Science programs from three separate academic institutions. The primary reason these three institutions were selected was the similarity in their academic promises and their ability to equip students with the skills to conduct assessment. Additionally, the three academic programs were selected because of their place in the education hierarchy: post-baccalaureate. The programs were also selected

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<sup>126</sup> "Psychological Operations," Special Operations Recruiting Battalion, accessed 30 November 2013, <http://www.sorbrecruiting.com/PSYOP.htm>.

because the similarity in their timelines for graduation to the timeline an officer will spend in USAJFKSWCS: 18 to 24 months. Each of the selected programs is housed in its particular institutions Psychology Department. The three programs selected are Fordham, Clemson, and University of Wisconsin-Stout. The data is presented in question-by-question narrative format according the list above.

## **2. What Qualification Does Each Institution Claim to Provide?**

This initial question lashes together numerous concepts. In PSYOP, the educational organization USAJFKSWCS should be linked to the MISOC's strategic vision. If the MISOC promises a capability, USAJFKSWCS should provide the education sufficient to generate the capability. If civilian academic institutions similar to USAJFKSWCS can be identified, then comparisons can be made between the organizations. This section focuses of the common ground between USAJFKSWCS, Fordham, Clemson, and University of Wisconsin-Stout. If sufficient similarity between the organizations academic promises can be established, identification of specific areas of deviation will be instrumental in the identification of corrective measures. This section establishes the commonality between the organizations. Taken from manuals, POIs, personal correspondence, and available websites, this section presents each institution's advertised product.

### ***a. USAJFKSWCS***

The POI indicates that this program has the following purpose: "To train and qualify selected Active Army Officers in the basic skills and competencies needed to perform the duties of a Psychological Operations (PSYOP) Officer."<sup>127</sup> *Military Information Support Operations (FM 3-53)* clarifies just what the basic skills and competencies signify: "U.S. Army MISO forces are resourced, organized, manned, trained, and equipped to provide the supported commander, interagency partner, and HN counterpart with the ability to plan, develop, and deliver information used to inform and

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<sup>127</sup> POQC POI, 2-1.

influence, and plan for assessment of its effects.”<sup>128</sup> The keystone manual also specifies that: “PSYOP Soldiers, by virtue of their specialized training, are positioned to serve as influence advisors... These Soldiers are skilled in assessing the intended psychological effects of military operations... They can also assess the unintended psychological impact of lethal and nonlethal actions...”<sup>129</sup> The PSYOP officer is skilled in all aspects of psychology, influence and assessment. He is provided specialized training, granting him these skills. The basics of these skills are taught at USAJFKSWCS.

**b. Fordham**

Fordham’s claims to provide the following on its website dedicated to their Master of Science in Applied Psychological Methods:

A competitive career advantage to students by developing their critical thinking skills and preparing them to contribute to society through advanced training in research methodology in the social/behavioral sciences. A competitive opportunity for advanced methodological training for individuals currently employed or interested in a quantitatively-related research area in the social sciences...<sup>130</sup>

Fordham’s website delivers their description of the degree field: “Applied Psychological Methods focuses on the application of psychological theory and research methods to generate effective solutions to real world problems faced by individuals, families, businesses, institutions and policy makers.”<sup>131</sup> Fordham’s program claims to provide students with a quantitative background in the application of psychological theories to a myriad of problem sets.

**c. Clemson**

Clemson’s website for its Master of Science in Applied Psychology program makes the following statement:

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<sup>128</sup> *FM 3-53*, 1-4.

<sup>129</sup> *FM 3-53*, vi.

<sup>130</sup> “Department of Psychology: M.S. in Applied Psychological Methods,” Fordham University, accessed 8 November 2013, [http://www.fordham.edu/academics/programs-at\\_fordham\\_/psychology\\_department/graduate\\_study/ms\\_in\\_applied\\_psycho/index.asp](http://www.fordham.edu/academics/programs-at_fordham_/psychology_department/graduate_study/ms_in_applied_psycho/index.asp).

<sup>131</sup> “M.S. in Applied Psychological Methods,” Fordham University.

The Master of Science degree in Applied Psychology is offered with a concentration in either Human Factors Psychology or Industrial & Organizational Psychology. Both of these programs are designed to provide the student with the requisite theoretical foundations, skills in quantitative techniques and research design, and practical problem-solving skills necessary for either entering the workforce or continuing with his/her scholastic career.<sup>132</sup>

Clemson's program bullet establishes a claim of theory, method, and problem solving.

*d. University of Wisconsin-Stout*

The website for the University of Wisconsin-Stout Master of Science in Applied Psychology lists three statements about their program.

The Master of Science in Applied Psychology (*MSAP*) program at UW-Stout offers a hands-on experience in solving real-world problems using Psychological theories, principles and research methods.

The MSAP program takes a practical approach to answering real world problems and gives its students the tools necessary to succeed immediately upon graduation.

In addition to a core curriculum, students gain further expertise in one or more concentration areas: Industrial/Organizational Psychology, Health Promotions and Disease Prevention or Evaluation Research.<sup>133</sup>

Their concentration area regarding Evaluation Research is most relevant to the curriculum discussion presented in this thesis. The website posts this description: "Evaluations Research: Uses analytical methods and data-driven decision making to assist businesses, non-profits, and government organizations in assessing the effectiveness of programs/policies, determining organizational and client needs, and measuring the integrity of program implementation."<sup>134</sup>

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<sup>132</sup> "MS in Applied Psychology," Clemson University, accessed 8 November 2013, <http://www.clemson.edu/psych/grad/ms-psych/>.

<sup>133</sup> "M.S. Degree in Applied Psychology," University of Wisconsin-Stout, accessed 8 November 2013, <http://www.uwstout.edu/programs/msap/>.

<sup>134</sup> "M.S. Degree in Applied Psychology," University of Wisconsin-Stout.

*e. Analysis*

Each of the selected organizations claims an academically similar mission. They all claim to equip individuals with sufficient theory, applicable methodology, and well-rounded thinking skills to apply psychological principles to appropriate situations. Fordham claims to provide advanced methodological techniques. Their “Program Evaluation track provides training in: Impact & outcome assessment.”<sup>135</sup> Clemson claims to provide quantitative techniques. A recent academic defense announcement demonstrates the type of work conducted at Clemson:

The purpose of the present study is to design and evaluate an educational intervention that is based on the Theory of Planned Behavior (TPB) that targets a more appropriate reliance on high beams. The TPB provides a framework for understanding how interventions may lead to changes in intentions and/or behavior.<sup>136</sup>

Using a framework of Ajzen and Fishbein’s model, a Clemson graduate student is attempting to determine the most effective intervention. Stout claims to provide, in their evaluation concentration, analytical methods for assessing effectiveness.<sup>137</sup> Each of the programs makes an academic claim similar to the academic claims made by USAFJKSWCS and *Military Information Support Operations (FM 3–53)*.

Each academic institution clearly identifies its own curricular requirements for arriving at the promised proficiencies. There is no clear linkage between the promises of *Military Information Support Operations (FM 3–53)* and academic content provided by the POQC. USAJFKSWCS is the only organization authorized to equip PSYOP officers with the skills to deliver the branch’s core tasks. Therefore, each institution claims to present an academic curriculum that establishes the necessary academic credentials to conduct assessment. The qualification each institution claims to

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<sup>135</sup> “M.S. in Applied Psychological Methods,” Fordham University.

<sup>136</sup> “Stephenie Whetsel Borzendowski’s dissertation proposal,” Clemson University website (7 November 2013), accessed 30 November 2013, <http://www.clemson.edu/psych/proposal-defense/stephanie-whetsel-borzendowskis-dissertation-proposal/>.

<sup>137</sup> “M.S. Degree in Applied Psychology,” University of Wisconsin-Stout.

provide represents a sufficient degree of similarity. The academic foundation provided by each institution to deliver their capabilities represents the first distinction between institutions.

### **3. What Undergraduate Degrees Does Each Institution Require Prior to Acceptance?**

Moving from the similarity of promises, this section focuses on the undergraduate credentials of applicants to each of the programs. This comparison is important because each academic curriculum occurs at the same academic time point: post-baccalaureate. Identifying the academic credentials required to enter the program indicates two factors: the relative day one academic content allowable and the degree of organizational concern for academic credentials. This question looks at the Initial People Process through the recruiting and selection processes lens. Taken from manuals, POIs, available websites, and personal correspondence, the following are the requirements published by each institution.

#### ***a. USAJFKSWCS***

The PSYOP officer POI lists several course prerequisites, and the failure to meet any of the prerequisites requires a waiver of requirements from the Commanding General (CG) of USAJFKSWCS. The POI describes undergraduate requirements with the somewhat confusing statement: “Must possess a baccalaureate degree, preferably in a social/political science or discipline related to PSYOP functions.”<sup>138</sup> This statement seems to indicate that an officer must have a baccalaureate degree. It is not certain what the qualifier of “preferably” actually signifies. The only standard that can be identified from available documents is that entry into the PSYOP branch is only restricted by the individual applicant’s possession of a four year degree, without regard to academic field. In a table of demographic data maintained by PSYOP elements at the Army Human Resources Command (HRC), information regarding officer degrees only reveals the

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<sup>138</sup> *POQC POI*, iii.



highest education level of the officer. There are no indications of undergraduate major, undergraduate GPA, or undergraduate courses completed.<sup>139</sup> This significant piece of demographic data is simply not tracked at HRC.

Data regarding officer academic backgrounds was recently collected at USAJFKSWCS.<sup>140</sup> Data was provided for three current cohort groups at USAJFKSWCS, representing three cohorts of PSYOP officer students for a total of 90 officers. The distribution of undergraduate degrees is indicative of the absence of enforced criteria regarding the recruited officer population. Of the 90 officers, only five officers (5.56% of the current students) have an undergraduate psychological background demonstrated by degrees in Psychology or Behavioral science. If the allowable degrees for a psychological academic background are expanded to consider the language in the POI course pre-requisites, the following degrees would be included; anthropology, behavioral science, communications, international relations, international terrorism, mass communications, political science, psychology, journalism, and sociology. This expanded list of degrees now means 28.89% of the officers possess undergraduate academic exposure that contributes to the branch's capabilities. If the fraction of undergraduate degrees supportive of post-graduate education in quantitative assessment of psychological phenomena is liberally calculated, using the following degrees: behavioral science, psychology, biology, chemistry, mechanical engineering, and research and technology management, only 12.22% of the current officers have the necessary academic foundation to readily pursue postgraduate education in the challenging field of applied behavioral psychology and the assessment of behavioral change.

The low percentage of officers meeting the POI's published pre-requisite standards and the wide variety of degrees present in the classroom indicate that the process to collect particular undergraduate academic backgrounds in the PSYOP branch is either non-existent or ineffective. Unlike Stout, who specifies an academic probationary period for applicants missing specific academic foundations,

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<sup>139</sup> U.S. Army HRC, "Demographic PO Branch" (2013).

<sup>140</sup> This thesis work was the impetus to initiate the preliminary academic performance data monitoring; USAJFKSWCS, "Officer Demographic Data" (2013).

USAJFKSWCS has no remedial provisions in its curriculum for officers with degrees as diverse as film studies, forestry, and sports science. The absence of selectivity for classroom entrants creates a significant downward pressure of the content of the curriculum. Figure 10 shows an undergraduate degree distribution histogram.

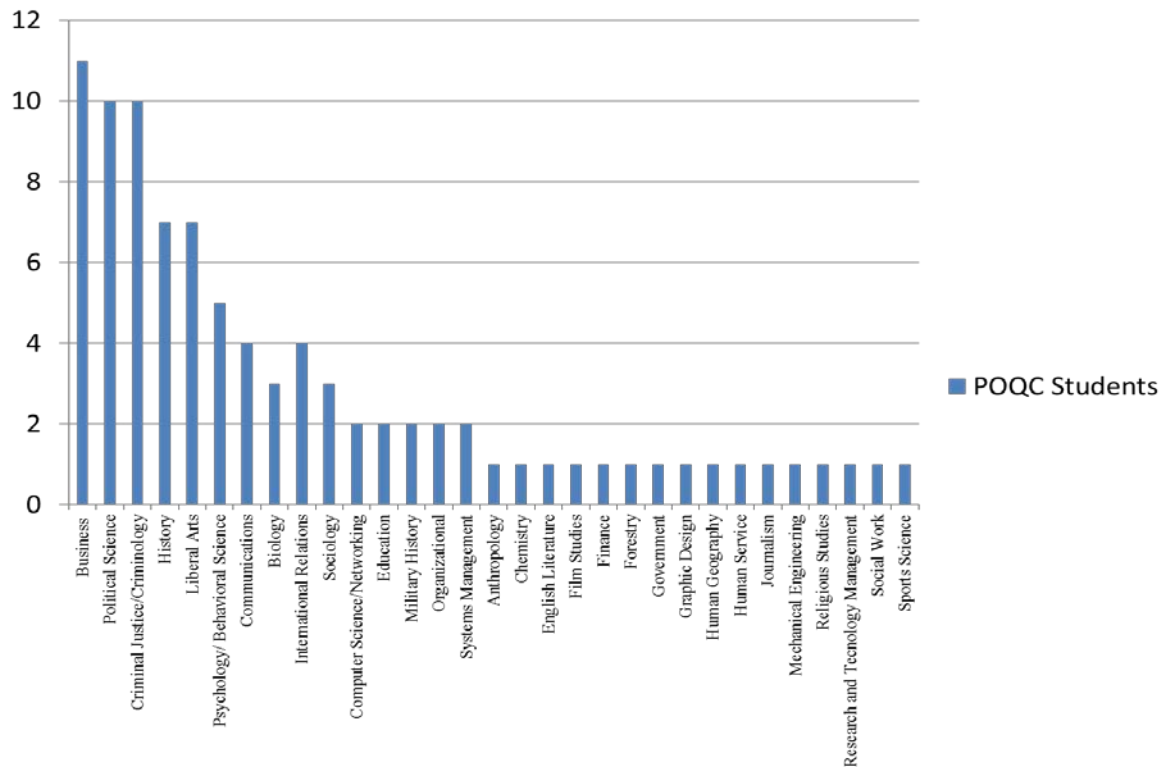


Figure 10. Histogram of Recent POQC Officer Undergraduate Degrees<sup>141</sup>

**b. Fordham**

Fordham specifies the following undergraduate requirements: “Students must have successfully completed courses (at undergraduate or graduate levels), or demonstrated other indicators of competency, in at least one of the following areas:

<sup>141</sup> USAJFKSWCS, “Officer Demographic Data” (2013).

“psychological theory and research; research methods; statistical techniques; psychological testing.”<sup>142</sup> The website identifies clear criteria and links the criteria to their curriculum.

*c. Clemson*

Clemson posts the following criteria on their website: “Applicants to the MS program should have an undergraduate degree with a major in psychology or a related field from an accredited college or university. Students with a major other than psychology should have a minimum of 15 semester hours beyond the introductory psychology survey course.”<sup>143</sup> This is another example of a clear undergraduate foundation requirement. Clemson wants a Psychology degree or 18 hours of undergraduate education in psychology (Psychology 101 plus three to five additional psychology courses).

*d. Stout*

Stout requires applicants to have a minimum set of undergraduate credentials. They make no specific requirement to have a psychology degree. They do however, insist upon the following minimums: 15 undergraduate psychology semester credits, five semester credits in research methods, and three semester credits in statistics.<sup>144</sup> While Stout is the only academic institution to not specify an undergraduate degree, their minimum requirements are commensurate with those published by Fordham and Clemson.

*e. Analysis*

This question highlights the first selectivity deviation between the PSYOP education program and the civilian academic institutions. Each of the three civilian

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<sup>142</sup> “M.S. in Applied Psychological Methods: Program Details,” Fordham University, accessed 8 November 2013, [http://www.fordham.edu/academics/programsat-fordham/psychology\\_department/graduate\\_study/ms\\_in\\_applied\\_pscho/program\\_details/index.asp](http://www.fordham.edu/academics/programsat-fordham/psychology_department/graduate_study/ms_in_applied_pscho/program_details/index.asp).

<sup>143</sup> “MS in Applied Psychology,” Clemson University.

<sup>144</sup> “M.S. Degree in Applied Psychology: Applying for Graduate Study,” University of Wisconsin-Stout, accessed 30 November 2013, <http://www.uwstout.edu/programs/msap/applying.cfm>.

institutions specifies their first tier standard and the methodology to address those first tier standards if one's undergraduate degree happened to sit outside the primary degree field. PSYOP seems to have no standard. The POI lists a catchall category of degrees "social/political science or discipline related to PSYOP functions" without a clear standard further undermined by the "preferably" qualifier.<sup>145</sup> The three civilian academic institutions require similar amounts of undergraduate exposure to psychology and scientific methodology to function in the graduate classroom. This separation between the civilian institutions and USAJFKSWCS is significant. The starting point for academic instruction is clearly identified in each of the civilian institutions. The starting point for USAJFKSWCS is unsubstantiated, and simply cannot be commensurate with appropriate graduate level psychology and scientific research. There is insufficient selectivity in the recruiting-accession-selection-assessment process of PSYOP branch.

#### **4. What Undergraduate Academic Curricula Requirements Does Each Institution Promulgate?**

This section demonstrates the specificity of requirements at each institution for the make-up of applicant's undergraduate experience. Where USAJFKSWCS maintains no recognizable standard for undergraduate degrees, each of the civilian institutions specifically details the academic requirements for applicants lacking a psychology undergraduate degree. The depth of undergraduate credential delineation found in each of the civilian institutions is simply not addresses at USAJFKSWCS.

##### ***a. USAJFKSWCS***

The POQC makes no specific demands on undergraduate course accomplishment. The POI does refer to disciplines related to PSYOP functions. A potential list of related disciplines could be described by the list of academic fields that *Military Information Support Operations (FM 3-53)* publishes as relevant to the conduct of operational missions.

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<sup>145</sup> POQC POI, iii.

1–10. The MISO capability draws from multiple disciplines to ensure that relevant, timely, and effective messages are conveyed to foreign populations. Examples of these disciplines include—

- Social and behavioral sciences.
- Advertising.
- Cultural anthropology.
- Humanities.
- Language and culture.
- Journalism.
- Media and mass communication.
- Political science.
- Public relations and communications.
- Social marketing.
- Statistics and trend analysis.<sup>146</sup>

Unlike the civilian academic institutions, the initial people processes of the PSYOP branch fail to clearly establish academic standards. In the absence of clear academic specifications, the PSYOP curriculum is constrained to only the most rudimentary coverage of an incredibly diverse collection of complex theories and applications.

***b. Fordham***

Fordham requires undergraduates to have accomplished academic mastery of the following areas: psychology theory and research, research methods, statistical techniques, and psychological testing.<sup>147</sup> Estimating a typical undergraduate academic progression indicates that Fordham’s requirements would occupy at least 15 to 18

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<sup>146</sup> *FM 3–53*, 1–5.

<sup>147</sup> “Program Details,” Fordham University.

undergraduate credit hours. This volume of undergraduate curricular content is commensurate with both Clemson and University of Wisconsin-Stout.

*c. Clemson*

Clemson requires applicants to have completed a minimum 15 credit hours beyond the initial psychology survey course.<sup>148</sup> Clemson insists that non-psychology degree holding applicants have been exposed to approximately five additional psychology courses during their undergraduate experience. This establishes the necessary undergraduate exposure to allow for Clemson to deliver their graduate education.

*d. Stout*

Stout breaks out the undergraduate requirements into 24 undergraduate credits covering: 15 credit hours in psychology, five credit hours in research methodology, and three credit hours in statistics.<sup>149</sup> This establishes a clear undergraduate scientific foundation for potential applicants. This standard for graduate psychology education is commensurate with the other two civilian graduate programs.

*e. Analysis*

Collectively the graduate programs specify a minimum of 15 credit hours in undergraduate psychology. This minimum level is chosen by Stout's published standard of 15 psychology credits. Clemson technically requires 18 or more, since they specify 15 beyond the freshman introductory psychology course. Fordham meets this standard through their description of undergraduate curricular requirements. Fordham's required course list will occupy a minimum of 15 undergraduate credit hours.

This represents a second criterion where the PSYOP program demonstrates a difference. The PSYOP doctrine refers to an expansive list of potentially supportive academic fields, the POI establishes nebulous academic prerequisites. Therefore, on the first day of the PSYOP curriculum, there appears to be no selective

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<sup>148</sup> "MS in Applied Psychology," Clemson University.

<sup>149</sup> "Applying for Graduate Study," University of Wisconsin-Stout.

control on the academic backgrounds collected in the classroom. At Fordham, Clemson, and Stout, the day one curriculum can start at the graduate level. USAJFKSWCS instructors are required to establish a baseline of academic understanding that is not generated by their selection processes. This creates a significant challenge for the emerging PSYOP officers. If the officer in question does not meet the undergraduate requirements of Fordham, Clemson, or UW-Stout, he will not have time to make up 15 hours of undergraduate psychological theory, research methods, quantitative methods, or analytical methods in the classroom at USAJFKSWCS. The same officer would be lost if the academic material at USAJFKSWCS were commensurate with graduate level instruction. In the absence of preliminary academic selection, the time and throughput pressure at USAJFKSWCS will limit the depth of material that can be presented to the potential PSYOP officers. Alternately, if the material at USAJFKSWCS provides the necessary academic foundation to design psychological field experiments and evaluate their results, how many randomly selected (with regard to academic backgrounds) officers will understand the necessary academic content? This question identified a significant misalignment between PSYOP branch's strategic vision and its Initial People Practices.

##### **5. What Elements Does Each Institution Publish as Relevant to the Application Process?**

This section represents a continuation of the idea that academic graduate programs have clearly defined criteria for admission. Additionally, as they develop their rubric for selectivity, they identify criteria of specific interest to their graduate program. Each of the academic institutions develops a set of criteria that seeks to facilitate the acceptability and likelihood of success for the matriculated pool of applicants. This question highlights another degree of deviation between USAJFKSWCS and the civilian graduate programs. All of the identifiable criteria for USAJFKSWCS are geared toward military performance measures; they fail to reach academic qualifications, experience, or performance in their rubric for selectivity.

*a. USAJFKSWCS*

Prior to arriving at the POQC, every officer successfully completed a number of selection criteria. The initial gate can be described as the accession process. During the year when a first lieutenant is selected for promotion to captain, Army officers can apply to be accessed into the PSYOP branch. After accession, the officer must pass POAS. If the officer is selected, they then move to the POQC. At the initial gate, accession, the applicant is required to have a baccalaureate degree, and the applicant is encouraged to submit a resume demonstrating language or cultural ability. The remainders of the application criteria are military in nature. The POAS has been described as “PSYOP Assessment and Selection needed to be an intellectual Ranger School.”<sup>150</sup> There is no re-application at this gate. If an officer is accessed, he or she simply reports to POAS, and attempts to successfully complete assessment, garnering selection status. Similarly, once an officer is selected, there are no additional application criteria. The selected officer simply reports to the POQC. Throughout this evaluation, selection, and qualifying the only identifiable academic standard is the possession of a baccalaureate degree, without regard to undergraduate major, academic performance, undergraduate curricula, or standardized test scores.

*b. Fordham*

Fordham wants to see evidence of undergraduate curricula satisfying their posted minimum requirements. During the application process, Fordham additionally asks to see undergraduate grade point averages (GPA) and graduate record exams (GRE). The final pieces of this application process are the resume, letters of recommendation, and “A statement of interest in and match of the student’s goals with

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<sup>150</sup> Matthew McCarthy, “Impetus behind the initiation of PSYOP Assessment and Selection,” electronic correspondence, Commander of POAS (2012).



the expertise and activities of the master's program. Students must provide evidence of training, education, or practical experience in an area related to the fields and topics encompassed by the master's."<sup>151</sup>

*c. Clemson*

Clemson similarly wants to see undergraduate transcripts and GRE scores. Clemson wants to see letters of recommendation. Clemson also recommends pre-selecting or at least considering specific faculty members prior to seeking admission. The applicant is expected to highlight the potential for collaboration with existing faculty "It is recommended that as part of the statement of interest you discuss your research interests and how those fit with the research interests of the department faculty."<sup>152</sup> Clemson will consider a resume but it is not required.

*d. Stout*

Stout, like the other two academic institutions, requires transcripts and letters of recommendation. Stout requires a resume. Stout also asks for evidence of student faculty compatibility through aligned research interests or experiences. Stout does not require a GRE. Stout has the unique requirement of specifically asking to see examples of previous professional writing or publications.<sup>153</sup>

*e. Analysis*

The minimum standard that the three academic institutions require is undergraduate transcripts which contain the applicant's undergraduate academic accomplishments and undergraduate GPA. No minimum ubiquitous standard can be established for the GRE, since Stout considers it optional. The most challenging item in the academic application process may be Stout's insistence upon written skills

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<sup>151</sup> "M.S. in Applied Psychological Methods: Admissions Requirements," Fordham University, accessed 8 November 2013, [http://www.fordham.edu/academics/programs\\_at\\_fordham\\_/psychology\\_department/graduate\\_study/ms\\_in\\_applied\\_psych/admissions\\_requireme\\_93244.asp](http://www.fordham.edu/academics/programs_at_fordham_/psychology_department/graduate_study/ms_in_applied_psych/admissions_requireme_93244.asp).

<sup>152</sup> "Graduate Program: Application Process," Clemson University, accessed 8 November 2013, <http://www.clemson.edu/psych/grad/apply/>.

<sup>153</sup> "Applying for Graduate Study," University of Wisconsin-Stout.

demonstrated through publications as opposed to standardized tests. The PSYOP officer application process sits in contrast to even the minimum undergraduate performance standard; there is no undergraduate GPA requirement for PSYOP applicants. This represents a continuation of the previous theme. The civilian graduate institutions look for elements in the applicant's profile that indicate potential for the successful completion of the graduate education process. Whether the institution relies upon the dual metric of GPA and GRE score, or wants to see GPA and professional writing credentials, the institution is seeking evidence that the applicant can perform at the graduate academic level. The depth of theoretical understanding required to scientifically conduct applied psychology is established by Pigliucci.<sup>154</sup> Design, conduct, analyze, and report are the scientific elements illuminated in the civilian graduate institutions. Their selection process looks for applicants who can reach the theoretical depth, understand the process of experimental research, quantitatively analyze the results, and successfully publish those results. Without a focus on similar academic criteria, USAJFKSWCS cannot meet the robust promises of *Military Information Support Operations (FM 3-53)*. PSYOP cannot hope to generate valid, reliable, and reproducible assessments in the absence of selection criteria that support a classroom filled with students ready to receive education commensurate with graduate level education.

## **6. What are the Descriptive Statistics Concerning Undergraduate and Graduate Performance Measures of Individuals at Each Institution?**

This section continues the identification of distinctions between USAJFKSWCS and the selected academic institutions. All of the civilian institutions track demographic data about their students, including predictive measures for academic performance. This allows for the organization to examine curriculum content, recruiting issues, and selectivity issues. The absence of these factors calls into question two relevant academic capabilities. If USAJFKSWCS and PSYOP branch do not track undergraduate GPA GRE scores, courses taken, or degree received, how will they evolve the POQC curriculum to meet the needs of the MISOC and the skills of the incoming officers? If undergraduate

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<sup>154</sup> Pigliucci, *Nonsense on Stilts*, 6-23.

performance metrics are not tracked, how will recruitment efforts and selectivity rubrics adjust to meet the needs of the MISOC and place the correct officers in the USAJFKSWCS classroom? With throughput pressure and robust skill promises creating competing pressures, appropriate levels of demographic data must be collected and analyzed. In the absence of this degree of analysis, the ability of the POQC to deliver the necessary academic content through the POQC is nonexistent. This section highlights another aspect of misalignment hindering the PSYOP branch from generating PSYOP officers qualified to conduct valid, reliable, and reproducible assessments.

*a. USAJFKSWCS*

This level of demographic fidelity was not tracked until this thesis work generated the request for the demographic data. Tendencies in the qualifications coming into the institutions help to shape and evolve the institutions academic curriculum. Zero awareness is alarming; establishment of rudimentary demographics is encouraging. The demographic data available for this thesis covers three current USAJFKSWCS classes with a total of 90 officers. The descriptive statistics of the current students are as follows Mean: 3.29, Median 3.3, and Mode 3.0 These numbers combined with the academic degree distributions indicate that only two officers out of the 90 are potentially competitive for matriculation at the institutions studied in this thesis (two of the officers with psychology backgrounds already have master's degrees). One of the remaining three officers with a psychology undergraduate degree has been labelled as currently ineligible for matriculation because his GPA is below the minimum graduate school application criteria identified in this thesis. Figure 11 shows a GPA histogram for the current officers attending the POQC.

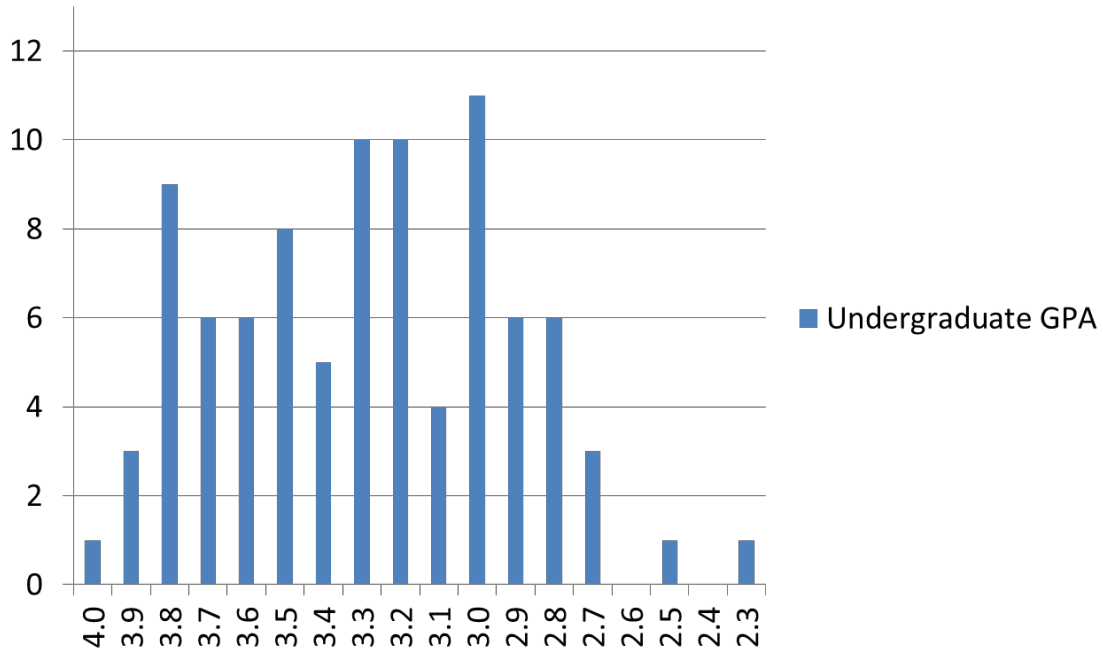


Figure 11. Current POQC Officer Undergraduate GPA Distribution<sup>155</sup>

**b. Fordham**

The Master of Science in Applied Psychological Methods is departmentally subordinate to the Graduate School of Arts and Science. Their 2011–2012 master’s degree population had the following performance data. Average matriculated undergraduate GPA 3.5. Average GRE scores: Verbal 580, Analytical 670, and Written 4.5.<sup>156</sup> These scaled scores represent the following approximate percentile ranks: Verbal 78th, Analytical 59th, and Written 70th percentile.<sup>157</sup> This distribution of scores was generated through an application process that selected approximately 56% of its applicants.

<sup>155</sup> USAJFKSWCS, “Officer Demographic Data” (2013).

<sup>156</sup> “Graduate School of Arts and Sciences: Admissions,” Fordham University, accessed 8 November 2013, [http://www.fordham.edu/academics/colleges\\_\\_graduate\\_s/graduate\\_\\_profession/arts\\_\\_sciences/gsas\\_admissions/](http://www.fordham.edu/academics/colleges__graduate_s/graduate__profession/arts__sciences/gsas_admissions/).

<sup>157</sup> “Table 4: General Test Percentage Distribution of Scores Within Intended Broad Graduate Major Field Based on Seniors and Nonenrolled College Graduates,” ETS GRE, 2013, accessed 8 November 2013, [http://www.ets.org/s/gre/pdf/gre\\_guide\\_table4.pdf](http://www.ets.org/s/gre/pdf/gre_guide_table4.pdf).

*c. Clemson*

Clemson published general information about their graduate population on their frequently asked questions (FAQ) webpage. Clemson graduate students enrolled in the Psychology department have an average GPA of 3.5, and they have average GRE scores approximately equal to Verbal 550, Quantitative 600, and Analytical 650.<sup>158</sup> These scores translate to approximately 67th, 53<sup>rd</sup>, and 71<sup>st</sup> percentiles respectively.<sup>159</sup>

*d. Stout*

Stout does not require a GRE for application to its Master of Science in Applied Psychology. The department posts a minimum application GPA of 3.0. According to their FAQ webpage, their application process generates a selectivity rate around 50%.<sup>160</sup>

*e. Analysis*

Each of the academic institutions generates a process for selecting best qualified applicants. At Fordham and Clemson, GPA and GRE scores seem to be predominant factors in selection of applicants. At Stout, it appears that undergraduate GPA along with academic compatibility to faculty and pre-existing writing credentials drive their selection process. The three institutions use GPA with some additional factor. The selection process for PSYOP officers has no similar criteria for the evaluation of undergraduate performance. Tracking and analyzing the trajectory of undergraduate performance measures appears to be normal for civilian graduate education institutions. This provides the institutions with ability to link strategic vision to recruiting and selection. This represents an important misalignment factor. If USAJFKSWCS does not establish people practices commensurate with civilian institutions, how will it deliver the

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<sup>158</sup> “Graduate Program: FAQ for Potential Applicants,” Clemson University, accessed 8 November 2013, <http://www.clemson.edu/psych/grad/faq-app/>.

<sup>159</sup> “Table 330. Average scores on Graduate Record Examination (GRE) General and Subject Tests: 1965 through 2007,” National Center for Education Statistics, accessed 8 November 2013, [http://nces.ed.gov/programs/digest/d08/tables/dt08\\_330.asp](http://nces.ed.gov/programs/digest/d08/tables/dt08_330.asp).

<sup>160</sup> “Applying for Graduate Study,” University of Wisconsin-Stout.

robust promises of *Military Information Support Operations (FM 3–53)*? How will PSYOP branch conduct assessment if it does not know what kind of students are sitting in its USAJFKSWCS classrooms?

**7. What are the Requirements for Graduation, Certification, or Credentialing?**

This section will demonstrate two relevant points. While the civilian institutions occupy a longer timeline than the POQC's POI, they also require completion of a thesis and applied field work. The time period that is occupied by classroom instruction is actually similar. The scope of graduation requirements for each institution encompasses distinct foci. Each of the civilian institutions generates a set of graduation criteria that clearly establishes the promised credentials. In contrast to the three civilian institutions, USAJFKSWCS has clear criteria for graduation. Unfortunately, it is focused on military training exercises. It never reaches the necessary academic depth to conduct hands on assessment exercises.<sup>161</sup> USAJFKSWCS does not act like a military institution that provides graduate level psychological education; rather it acts like a military institution that provides a military doctrinal education.

**a. USAJFKSWCS**

In order to successfully complete the POQC, the officer must complete every administered exam with a minimum score of 70%. The officer must not commit any acts in violation of the Uniform Code of Military Justice, and the officer must successfully complete the culminating field exercise. There is no accredited graduate institution credit awarded for completion of this curriculum. There is no external agency certifying the content of this curriculum.

**b. Fordham**

Fordham requires students to complete thirty graduate credit hours. In the thirty hours, each student will complete 12 core requirements and 18 focus area requirements. Additionally, each student will complete three credit hours of internship.

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<sup>161</sup> POQC POI, 4-79–4-82.

Fordham’s website provides the following description of the internship: “All students take a one-semester internship in a professional setting in the New York metropolitan area and complete a project applying their learning to a real world problem in the area of their specialization.”<sup>162</sup> This is a robust mix of classroom applications and applied field work. For students in Fordham’s Tests and Measures track, the opportunity to conduct an internship focusing on assessment would represent an ideal educational track for PSYOP officers. All of Fordham’s graduate level academic work must be completed with a 3.0 graduate GPA.

*c. Clemson*

Clemson requires “[a] formal thesis and an approved, supervised field internship are required for the M.S. degree.”<sup>163</sup> Clemson requires 45 graduate credits, including six credit hours for thesis production and six credit hours for their internship. Clemson indicates that their internship is typically completed in the summer between the first and second year. They publish on their website that typical completion timelines are around two years. Similar to Fordham, Clemson requires field work. They add the formal thesis requirement. This once again represents the required education to properly equip graduates appropriate skills and experience “these programs are designed to provide the student with the requisite theoretical foundations, skills in quantitative techniques and research design, and practical problem-solving skills necessary for either entering the workforce or continuing with his/her scholastic career.”<sup>164</sup> Clemson provides classroom foundations for real-world internships and ultimately the completion of a graduate thesis. This is another example of joining academic content to academic skill promises.

*d. Stout*

Stout requires 21 graduate credit hours in their academic core and three additional classes to conclude the program focus. Stout requires the completion of a thesis and participation in a field internship. While there are slight numerical differences

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<sup>162</sup> “Program Details,” Fordham University.

<sup>163</sup> “MS in Applied Psychology,” Clemson University website.

<sup>164</sup> “MS in Applied Psychology,” Clemson University.

in each program, Stout, like Fordham and Clemson, require academic foundations followed by application in an internship setting.<sup>165</sup> This is another example of a civilian graduate curriculum that delivers sufficient theoretical foundations, provides necessary methodological instruction, and insists upon applied field work. Each institution requires written summation of the research and field work. There are applicable parallels to PSYOP methodology. The difference is Fordham, Clemson, and Stout each equip their graduates with sufficient foundations.

*e. Analysis*

While each institution requires a certain degree of academic performance, only the civilian institutions require the successful generation of a thesis. There is an academic depth addressed by the graduate schools that is simply absent from the USAJFKSWCS program. Similarly, there are no equivalent master's degree criteria to the culminating field problem in the POQC. Arguments about the mismatch between the times to complete these distinct curricula are countered by removing the thesis requirement. The academic material that is presented at each of these institutions should be practically indistinguishable from the POQC curricula. USAJFKSWCS should attempt to deliver 20 to 30 graduate credit hours of psychology, applied methodology, and applied mathematics. In addition to the elevated curricular hours, USAJFKSWCS should solicit post-baccalaureate accreditation. This will raise the recognize ability of the credential provided to a level that is commensurate with Fordham, Clemson, or Stout. In the absence of this academic content, there is no chance that POQC graduates will be universally qualified to deliver the assessment requirements promised in *Military Information Support Operations (FM 3-53)*.

**8. What are the Governing Bodies that Provide Each Institution its Accreditation?**

This question tests whether or not the credential provided by the institution meet Mintzberg's requirement for professional bureaucracies to go external accreditation

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<sup>165</sup> "M.S. Degree in Applied Psychology: Program Curriculum," University of Wisconsin-Stout, accessed 30 November 2013, <http://www.uwstout.edu/programs/msap/pc.cfm>.



bodies for the health of their professional standards.<sup>166</sup> The external governing body requirement gets at the idea that professional skills should have universally recognizable credentials. This allows for immediate understanding of the professional's credentials. In the absence of an external governing body, the value of the degree or certification is questionable. This issue is relevant not only for the caliber of the education provided but the metric through which the providing organization is certified.

*a. USAJFKSWCS*

This is an Army school. The POI presented in this document has been approved by the U.S. Army Training and Doctrine Command (TRADOC). This organization approves every official Army POI. PSYOP has the unique ability to shape the curriculum through the PSYOP Proponent Office and Office of the Commandant. There is no regional or national accreditation of the POQC and no graduate credit is provided for the officers graduating.

*b. Fordham*

Fordham's graduate program is accredited by the American Psychological Association for all of its clinically oriented curricula. The Master of Science in Applied Psychological Methods is accredited by the State of New York.<sup>167</sup> Fordham University is also accredited to provide master's degrees by the Middle States Commission on Higher Education (MSCHE).

*c. Clemson*

Clemson University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, specialist, and doctorate degrees.<sup>168</sup>

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<sup>166</sup> Mintzberg, "Fashion Or Fit," 8.

<sup>167</sup> "Discover Fordham: Accreditation," Fordham University, accessed 30 November 2013, [http://www.fordham.edu/discover\\_fordham/accreditation\\_26611.asp](http://www.fordham.edu/discover_fordham/accreditation_26611.asp).

<sup>168</sup> "2013 SACSCOC Reaffirmation of Accreditation," Clemson University, accessed 30 November 2013, <http://www.clemson.edu/assessment/sacscoc/>.

**d. Stout**

University of Wisconsin-Stout is accredited by the Higher Learning Commission of the North Central Association of Colleges & Schools (NCA).<sup>169</sup>

**e. Analysis**

The program at USAJFKSWCS is a unique academic organization. It is a military institution, the only facility that certifies PSYOP officers, that currently provides a curriculum that awards no civilian academic credits. Additionally, it fails to meet Mintzberg's recommended criteria of outside agency credentialing of the professional base. The program may not be able to obtain regional or national accreditation. But it should be able to model its academic instruction modules after those with sufficient professional accreditation. A nationally or regionally accredited graduate program represents academic criteria that are recognizable. The education program at USAJFKSWCS must address a number of competing pressures. There may be challenges in addressing all of the pressures. There are no reasons that the curriculum could not be based on recognized academic credentials. This represents another distinction between USAJFKSWCS and Fordham, Clemson, and Stout.

**9. What Curricular Content Does Each Institution Provide Its Students?**

This section will highlight the true failure of the POQC at USAJFKSWCS. The distinction between educational content at the three academic institutions and what is taught under the umbrella of academic foundations during the POQC are different in not only the academic hours but the academic validity of the curriculum as well. These conditions stand in direct opposition to the promise of robust education and specialized training found in *Military Information Support Operations (FM 3-53)*.<sup>170</sup>

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<sup>169</sup> "Frequently Asked Questions: Accreditation," University of Wisconsin-Stout, accessed November 8, 2013, <http://www.uwstout.edu/soe/profdev/faq.cfm#accreditation>.

<sup>170</sup> *FM 3-53*, i-vi, 1-2, 1-4, 1-6.

*a. USAJFKSWCS*

The POI for the POQC describes the academic content for the entire course by breaking the student's progress through the curriculum into nine alphabetically identified modules. Instead of using academic credit hours, where a student will likely get three to five credit hours for a particular course, the POQC POI describes content in contact hours. The contact hours are used to describe one hour of classroom instruction at the ratio of instructor to student that is approved in the POI. The POI examined in this thesis contains 826.9 contact hours. Out of this amount, 288.3 are reserved for the student's culminating field exercise. Another 169.0 hours are occupied by a module labelled as Regional Indoctrination. The remaining 369 contact hours can be described as primarily classroom education contact hours. This represents less than half of all identified contact hours for a prospective PSYOP officer passing through the school house. The following paragraphs present an examination of the individual academic modules in more detail.

Module B is labelled "skills and knowledge;" it contains 76.5 contact hours or 21% of the total 369 contact hours. This module addresses doctrinal issues, describing the roles and responsibilities of PSYOP officers. It also contains a large section on the political military analysis system described in the *Political Military Analysis Handbook*. This section is taught in 10 one-hour blocks and concludes with a 4.5-hour block on analysis of U.S. foreign policy. This section is primarily utilized to introduce a PSYOP officer to the doctrinal aspects of operational funding, MISO units, and other routine military instructional concepts. Except for the *Political Military Analysis Handbook*, the primary reference for this section is the existing PSYOP and MISO doctrine. Since the section focuses primarily on doctrine, a doctrinally established curriculum is reasonable.

Module C is labelled "culture;" it contains 52.4 contact hours or 14% of the total 369 contact hours. This module begins to delve into issues relevant to emerging PSYOP officers. In a six-hour block introducing the students to terrorism, the only cited reference in the POI is the *Psychological Operations Process: Tactics, Techniques, and*

*Procedures (FM 3–05.301)*.<sup>171</sup> One hour of instruction is allocated for a lesson titled: “Laws and Principles of Human Behavior.” It similarly draws its academic references from the *Psychological Operations Process: Tactics, Techniques, and Procedures (FM 3–05.301)*.<sup>172</sup> The only cited reference in this entire module is the 2007, procedurally contradicted, TTP manual.

Module D is called “Human Behavior ATL and Theory of Influence.” The ATL stands for Adaptive Thinking and Leadership. This section of the curriculum includes 61.2 contact hours or 17% of the 369 total contact hours. The topic of Behavioral Psychology is covered by 2.3 contact hours. It cites *Psychological Operations Process: Tactics, Techniques, and Procedures (FM 3–05.301)* as its only academic source.<sup>173</sup> The POQC provides 4.2 contact hours in a lesson labelled the Psychology of Persuasion. It also relies on the TTP manual as its only documented source of academic information. The curriculum continues with an additional 1.6 hours of instruction in Social Psychology.<sup>174</sup> The academic foundation in psychological theory and assessment concludes with a 1.2 hour class titled Cause and Effect Analysis. This 80 minute lecture on causal linkages, our term not the POQC’s term, is also supported by *Psychological Operations Process: Tactics, Techniques, and Procedures (FM 3–05.301)*.<sup>175</sup> The academic foundation for PSYOP officers in psychological theory is a total of 9.3 contact hours. In the POQC POI this represents 2.5% of the 369 hour block and 1.12% of the entire POQC. This represents not three college classes at an accredited institution, but a little over one day of classroom instruction based on *Psychological Operations Process: Tactics, Techniques, and Procedures (FM 3–05.301)*. In the nine hours, all of behavioral psychology, all of social psychology and a research design (causal linkages) course are all lumped together. This hardly meets Pigliucci’s scientific rubric of empirically driven hypothesis testing ground in theory.

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<sup>171</sup> POQC POI, 4–21.

<sup>172</sup> POQC POI, 4–24

<sup>173</sup> POQC POI, 4–35

<sup>174</sup> POQC POI, 4–36

<sup>175</sup> POQC POI, 4–37

Module E represents a return to doctrinally-based instruction. The lesson is called the PSYOP Development Process. It follows the *Psychological Operations Process: Tactics, Techniques, and Procedures (FM 3-05.301)* and presents the Seven Phase PSYOP Process in phase by phase lessons. This module is also bolstered by hands on product development lessons and aerial leaflet construction classes. PSYOP officers receive 3.5 hours of instruction in aerial leaflets or 3.5 times the amount of classroom instruction they receive in the task of evaluation, the only instruction specifically dedicated to the new core task of assessment. The entire module covers 89.7 contact hours or 24% of the 369 total contact hours. Of the classroom instructional modules, this module occupies the greatest amount of the student's contact hours. Module E reserves one hour for Phase VII. This phase, according to the superseded doctrine and the joint publication, is evaluation. This phase addresses the reconciliation of MOE and program adjustment. The POQC provides one hour of instruction for this process. The 1970 evaluation of PSYOP in Vietnam lamented a lack of consolidated knowledge.<sup>176</sup> Later, Mackay and Tatham accuse PSYOP of “witch doctor” methodological antiquity.<sup>177</sup> There should be no surprise in these evaluations, or even consternation with Vanden Brook's articles, the training pipeline for PSYOP officers provides a total of 10.3 contact hours of instruction in theoretical foundations, research design, and operational methodology necessary to conduct valid, reliable, and reproducible assessments; 10.3 hours total is all that is provided.

The remaining two academic modules focus on an Army Digital system receiving 40 contact hours, representing 11% of the 369 total hours, and Army planning processes for PSYOP officers occupying 51.4 contact hours representing 13% of the 369 hours. These two modules provide no additional theory or scientific foundations.

In 826.9 total hours of interaction, 10.3 hours is dedicated to the scientific foundations of the PSYOP branch's ability to conduct assessments, and only one hour is specifically focused on assessment.<sup>178</sup> 1.2% of the POQC is dedicated to scientific

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<sup>176</sup> Bardain and Bairdain, *Psychological Studies—Vietnam*, iii-viii.

<sup>177</sup> Mackay, Tatham and Rowland, *Why RAND Missed the Point*, 21.

<sup>178</sup> *POQC POI*, 3-1-4-82.

fundamentals and none of that academic content relies upon textbooks, monographs, or peer reviewed publications. The branch's ability to conduct valid, reliable, and reproducible assessments is not addressed by the branch's training pipeline.

***b. Fordham***

Fordham requires its graduate student to complete 30 credit hours for its graduate program. In order to establish the gap between Fordham and USAJFKSWCS, the curriculum details presented below are for Fordham's Tests and Measurements Specialization - M.S. in Applied Psychological Methods. From a contact-hour perspective, a three-credit hour graduate class would have approximately 45 contact hours, therefore the 30 credit hour system at Fordham generates approximately 450 classroom contact hours. Every graduate student at Fordham is required to complete a similar 12 credit hour core by completing four courses from the following list of three credit courses: POSC 5251 Political Survey Research, PSYC 7804 Regression, PSYC 7816 Multivariate Analyses, PSYC 6900 Psychometric Theory, and CEED 5050 Ethics and Society. The Test and Measurement track requires nine credit hours in three analytical classes: PSYC 7920 Item Response Theory, PSYC 7830 Structural Equation Modeling, and PSYC 7850 Linear Models. Students in this track will conclude their academic work by selecting two additional electives from a list that includes assessment relevant graduate classes like: PSYC 7820 Nonparametric and PSGE 7418 Issues in Non-Biased Assessment. Students will typically complete the required thirty credits plus their semester long field internship in less than two years. While they do not compete for classroom instruction hours with military training requirements, their accredited graduate program provides nationally competitive education in a robust curriculum that delivers the necessary theoretical, methodological, and practical exposure to provide its student with recognizable credentials for conducting assessment of applied psychological initiatives.<sup>179</sup>

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<sup>179</sup> "Tests and Measurements Specialization - M.S. in Applied Psychological Methods: Specialization Course and Credit Requirements," Fordham University website (2012), accessed 30 November 2013, [http://www.fordham.edu/academics/programs\\_at\\_fordham\\_/psychology\\_department/graduate\\_study/ms\\_in\\_applied\\_psychology/program\\_details/tests\\_and\\_measuremen\\_77922.asp](http://www.fordham.edu/academics/programs_at_fordham_/psychology_department/graduate_study/ms_in_applied_psychology/program_details/tests_and_measuremen_77922.asp).

*c. Clemson*

Clemson requires its master's degree students to complete 45 credit hours to graduate. In their track that delivers accredited education in assessing the results of programs, students take the following curricula. Students take a six credit hour sequence in methodology: PSYCH 810 Research Design & Quantitative Methods I and PSYCH 811 Research Design & Quantitative Methods II. They continue by fulfilling six additional credit hours in theoretical foundations. Included in this foundation, Clemson's students are required to take PSYCH 871 Psychological Tests and Measurements. Additional curricular hours are covered by research requirements and electives. Students at Clemson can round out their course with PSYCH 899 Meta-analysis and PSYCH 898 Item Response Theory. This will result in 675 contact hours during the graduate students' enrollment.<sup>180</sup> The program at Clemson provides more elective content than the program at Fordham. Still, this academic freedom is still constrained by a regionally accredited graduate curriculum, providing sufficient amounts of theory, methodology, and practical application.

*d. Stout*

Stout requires its graduate students to complete 32 credit hours of classroom instruction. They allow for three distinct focus tracks that take up 12 of the 32 credits. The core curriculum for all of their graduate students provides the following foundation: PSYC 790 Research Design & Analysis I, PSYC 792 Research Design & Analysis II; PSYC 750 Foundations of Evaluation Research, PSYC 707 Applied Social Psychology, PSYC 793 Psychometrics of Test Construction, and six credit hours in Thesis or PSYC 735 Field Problem in Applied Psychology. Stout's curricular demands generate approximately 410 contact hours.<sup>181</sup> Like the two previous graduate institutions, the same academic formula is encapsulated in Stout's curriculum: theory, methodology, and practical applications.

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<sup>180</sup> *Graduate Handbook*, Clemson University Department of Psychology, 11–14, accessed 30 November 2013, <http://www.clemson.edu/psych/PsychologGraduatStudentGuide.pdf>.

<sup>181</sup> "Revised (2011) MSAP Program Plan," University of Wisconsin-Stout (2011), accessed 30 November 2013, [http://www.uwstout.edu/programs/msap/upload/msap\\_pp.pdf](http://www.uwstout.edu/programs/msap/upload/msap_pp.pdf).

*e. Analysis*

This section represents the critical evidence presented in this thesis. If one were to eliminate the thesis or applied practicum requirements for each of the graduate programs, you find a one year to 18 month curriculum. In that time, the three academic institutions provide academic foundations that adhere to Pigluicci's rubric for science: theory, empiricism, and testing.<sup>182</sup> Additionally, the three analyzed graduate programs meet Mintzberg's standard of external validation of criteria; each of the institutions is an accredited master's degree producing institution. USAJFKSWCS fails to meet either of these criteria. Understanding the pressures to deliver doctrinally required elements during the POI, the diminutive curricular fraction that is dedicated to education commensurate with post-baccalaureate instruction is alarming. Looking at the titles of the courses in each of the three civilian institutions' curriculum provides one a sense of the academic depth presented in each graduate program.

In order to understand the magnitude of the gap between the fundamentals provided, academic scope covered, and theoretical material explored at USAJFKSWCS versus Fordham, Clemson, or Stout, one has to demonstrate the significance of the distinction between credit hours and contact hours. With only 10 contact hours in psychological theory, psychological methodology, and psychological assessment at USAJFKSWCS, a student enrolled in a college semester where they were taking: behavioral psychology, social psychology, influence theory, and applied psychological methods would be enrolled in 12 credit hours. A three credit hour class would meet for three hours during the week. Therefore, our example student would have four ninety-minute classes, one from each subject that meets twice a week for a total of 12 weekly academic contact hours. In order to match the content provided at USAJFKSWCS, this student would have to withdraw from all of their classes before the break in the third class on the second day of classes during the first week of the semester. That is how minimalistic the academic content is at USAJFKSWC: in 12 credits worth of

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<sup>182</sup> Pigluicci, *Nonsense on Stilts*, 22–23.



content, the student would not complete one week of classes. If one considers the text support for USAJFKSWCS classes, our example student would not have purchased any textbooks for this example either.

USAJFKSWCS provides 10.3 contact hours in applied psychology, research methods, and assessment. Fordham provides 450 contact hours for its students. Clemson provides 675 contact hours for its graduate students. Stout provides 413.4 contact hours in its graduate program. If a minimum graduate standard is determined by selecting Stout's contact hour amount, USAJFKSWCS provides approximately 2.5% of the academic content provided at a regionally accredited graduate program in Applied Psychology. The 2.5% number is gracious if one considers the additional lack of access to faculty, graduate peers, libraries, and peer reviewed journal publication repositories that are typically found at accredited graduate institutions.

## **B. EDUCATIONAN SUMMARY TABLE**

Table 1, on the following page summarizes the analysis from this chapter. For convenience, the focus questions are repeated below. A synopsis of each institution's characteristics, for the focus question, is listed in the table.

1. What qualification does each institution claim to provide?
2. What undergraduate degrees does each institution require prior to acceptance?
3. What undergraduate academic curricula requirements does each institution promulgate?
4. What elements does each institution publish as relevant to the application process?
5. What are the descriptive statistics concerning undergraduate and graduate performance measures of individuals at each institution?
6. What are the requirements for graduation, certification, or credentialing?
7. What are the governing bodies that provide each institution is accreditation?
8. What academic content does each institution's curriculum provide its students?

	USAJFKSWCS <sup>183</sup>	Fordham <sup>184</sup>	Clemson <sup>185</sup>	UW-Stout <sup>186</sup>
1	“PSYOP Soldiers, by virtue of their specialized training, are positioned to serve as influence advisors... These Soldiers are skilled in assessing the intended psychological effects of military operations... They can also assess the unintended psychological impact of lethal and nonlethal actions...”	“A competitive career advantage to students by developing their critical thinking skills and preparing them to contribute to society through advanced training in research methodology in the social/behavioral sciences. A competitive opportunity for advanced methodological training for individuals currently employed or interested in a quantitatively-related research area in the social sciences...”	“The Master of Science degrees in Applied Psychology ...programs are designed to provide the student with the requisite theoretical foundations, skills in quantitative techniques and research design, and practical problem-solving skills necessary for either entering the workforce or continuing with his/her scholastic career.”	“Evaluations Research: Uses analytical methods and data-driven decision making to assist businesses, non-profits, and government organizations in assessing the effectiveness of programs/policies, determining organizational and client needs, and measuring the integrity of program implementation.”
2	Baccalaureate Degree; “preferably in a social/political science or discipline related to PSYOP functions.”	Baccalaureate or Master Degree or “demonstrated other indicators of competency, in at least one of the following areas: psychological theory and research; research methods; statistical techniques; psychological testing.”	Baccalaureate Degree “with a major in psychology or a related field. Students with a major other than psychology should have a minimum of fifteen semester hours beyond the introductory psychology survey course.”	Baccalaureate Degree covering fifteen undergraduate psychology semester credits, five semester credits in research methods, and three semester credits in statistics.
3	PSYOP branch does not publish or enforce any specific undergraduate course requirements.	Requires undergraduates to have accomplished academic mastery of the following areas: psychology theory and research, research methods, statistical techniques, and psychological testing.	Applicants must complete a minimum fifteen credit hours beyond the initial psychology course. Clemson insists non-psychology degree holding applicants have been exposed to	Requires twenty-four undergraduate credits covering: fifteen credit hours in psychology, five credit hours in research methodology, and three credit hours in statistics.

<sup>183</sup> *FM 3-53*, i-iv, 1-2, 1-4, 1-5, 1-6; *POQC POI*, iii, 2-1, 3-1 – 4-82; HRC, “Demographic PO Branch;” USAJFKSWCS, “Officer Demographic Data.”

<sup>184</sup> “M.S. in Applied Psychological Methods,” Fordham University; “Program Details,” Fordham University website; “Admissions Requirements,” Fordham University; “Admissions,” Fordham University website; “Discover Fordham: Accreditation,” Fordham University; “Tests and Measurements Specialization,” Fordham University.

<sup>185</sup> “MS in Applied Psychology,” Clemson University; “Application Process,” Clemson University website; “FAQ for Potential Applicants,” Clemson University; “Reaffirmation of Accreditation,” Clemson University; *Graduate Handbook*, Clemson University Department of Psychology.

<sup>186</sup> “M.S. Degree in Applied Psychology,” University of Wisconsin-Stout website; “Applying for Graduate Study,” University of Wisconsin-Stout website; “Program Curriculum,” University of Wisconsin-Stout; “Accreditation,” University of Wisconsin-Stout; “Revised (2011) MSAP Program Plan,” University of Wisconsin-Stout.

	USAJFKSWCS <sup>183</sup>	Fordham <sup>184</sup>	Clemson <sup>185</sup>	UW-Stout <sup>186</sup>
			approximately five additional psychology courses during their undergraduate experience.	
4	Initial applicants must possess a baccalaureate degree; resume demonstrating language or cultural ability, Army PT test, Officer Evaluation Reports.	Looks at undergraduate transcripts, letters of recommendation, GPA, GRE scores, and student-faculty research alignment.	Looks at undergraduate transcripts, letters of recommendation, GPA, GRE scores, and student-faculty research alignment.	Looks at undergraduate transcripts, letters of recommendation, GPA, and professional writing skill demonstration.
5	Current data indicates an average undergraduate GPA of 3.29 (N=90)	Average GPA 3.5. Average GRE scores: Verbal 580, Analytical 670, and Written 4.5. Approximately 56% of its applicants are selected.	Average GPA of 3.5, and GRE scores approximately equal to Verbal 550, Quantitative 600, and Analytical 650.	Minimum GPA of 3.0. Requires demonstration of professional writing. Selectivity rate around 50%.
6	Minimum of 70% on exams; no UCMJ violations; complete the culminating field exercise	In the thirty hours, each student will complete twelve core requirements and eighteen focus area requirements. Additionally, each student will complete three credit hours of internship. 3.0 graduate GPA	Thesis; forty-five graduate credits, including six credit hours for thesis production and six credit hours for their internship.	Twenty-one graduate credit hours in their academic core and three additional classes to conclude the program focus. Stout requires the completion of a thesis and participation in a field internship.
7	TRADOC, PSYOP Proponent Office	Middle States Commission on Higher Education and the American Psychological Association	Commission on Colleges of the Southern Association of Colleges and Schools	Higher Learning Commission of the North Central Association of Colleges & Schools (NCA)
8	826.9 total contact hours for the POQC. 10.3 total hours for Psychological theory and assessment methods	Curriculum generates 450 contact hours in theory, method, and application.	Curriculum generates 675 hours in theory, applied research, and quantitative methods.	410 hours in theory, methodology, and practical applications.

Table 1. Summary of Focus Questions by Institution



then moved to the MISOC, represented by the solid line. The MISOC is the operational command entity that conducts a variety of world-wide MISO missions by deploying PSYOP officers and soldiers in varying configurations to deliver the capabilities of the PSYOP branch where needed.

## **B. IDENTIFYING ORGANIZATIONAL CHALLENGES WITH ASSESSMENT**

Chapter II analyzed the Initial People Practices of the Dynamic Capability Alignment Model using the USAJFKSWCS POQC POI and three graduate degree programs. In Chapter III, analysis identified the fundamental weakness of the Initial People Practices to be insufficient education in psychological theory, applied psychological methodology, and psychological assessment techniques for the valid, reliable, and reproducible conduct of assessment.

This chapter transitions its focus to the organizational make-up of the PSYOP branch and the organizational capability to deliver the new core task: assess. The career progression recommended in the Dynamic Capability Alignment Model combined with the roles defined in the *Military Information Support Operations (FM 3-53)* was used to generate a second series of focus questions. Documents from USAJFKSWCS, the MISOC, doctrinal publications, Military Personnel (MILPER) messages, organizational publications, branch websites, and personal correspondence were collectively analyzed to determine the results of the focus questions. Figure 13 highlights the relationship of the various PSYOP organizational entities to the Dynamic Capabilities Alignment Model.

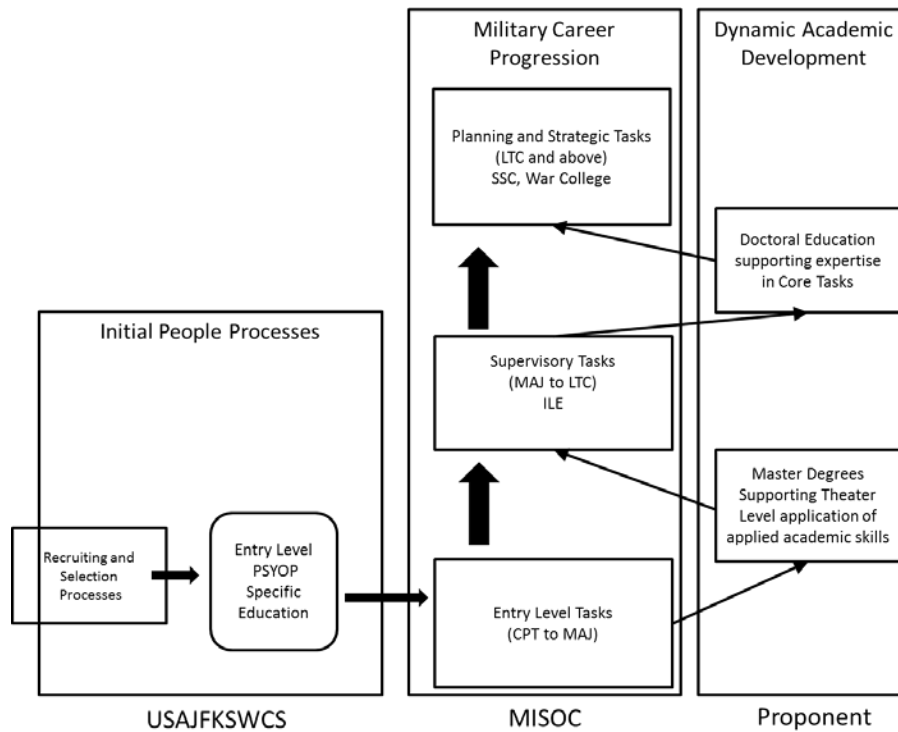


Figure 13. Dynamic Capability Alignment Model and PSYOP Organizational Entities

USAJFKSWCS is responsible for conducting PSYOP assessment and selection, and is also responsible for running the POQC POI. The Proponent office publishes doctrine and should fight to establish career educational opportunities for PSYOP officers. The MISOC is the organizational command structure, and the MISOC conducts missions, determines officer career trajectories, and authorizes officers to attend additional educational opportunities. The focus questions addressing these entities are listed below.

1. Does PSYOP branch have sufficient alignment between Organizational Strategy and People Practices to perform the new core task: assess?
2. Does PSYOP branch have the correct organizational configuration elements to deliver its promise of assessments of any psychological effects?
3. Does the educational content of the PSYOP branch's initial training support the branch's technological job requirement to conduct assessments?
4. Does PSYOP branch's career educational development support the delivery of appropriate assessment oriented competencies during an Officer's career?

5. Is the reward system in PSYOP free from elements of folly or ethical ambivalence during the conduct of assessment?

6. Does PSYOP branch deliver on its psychological contracts?

This chapter concludes with a summary table of the organizational analysis.

**1. Does PSYOP Branch Have Sufficient Alignment between Organizational Strategy and People Practices to Perform the New Core task: assess?**

Kates' and Galbraith's text describing the elements of organizational alignment in Galbraith's star model shape the analysis in this section. Kates and Galbraith contend that organizations must seek alignment between all of the elements linked in the star model. Once the strategic vision is established, recruiting and training shape the skills in the organization. Once the desired skills are established, organizational processes endeavor to ensure efficient translation of internal effort to organizational output.<sup>187</sup> In civilian organizations, management requests certain credentials in the entry level workers and rely upon external institutions to provide significant portions of the entry level credentials. In PSYOP, the MISOC relies on USAJFKSWCS, as the solitary institution, to generate entry level credentials. The curriculum that supports the entry level credentials is the POQC, and the PSYOP Proponent Office produces the doctrinal manuals that support the academic curricula in the POQC. This section examines the alignment of each of these entities. In order to satisfy Kates' and Galbraith's alignment requirements, the PSYOP branch must ensure that there is alignment between the MISOC Commander's strategic vision, the Proponent Office's doctrinally published strategic vision, and USAJFKSWCS's academic support of a unified vision. Since there are no direct command relationships linking these separate organizations, there are no formal requirements to unify the strategic vision into a solitary strategic vision for PSYOP. This section identifies multiple sources of strategic vision that undermine an organizationally established unified strategic vision.

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<sup>187</sup> Kates and Galbraith, *Designing Your Organization*, 2-7.

a. *POQC to Doctrine Alignment*

Chapter III discussed the academic content found in the POQC. The new keystone manual for PSYOP officers, *Military Information Support Operations (FM 3–53)*, claims to represent the entire branch:

Field Manual (FM) 3–53 replaces FM 3–05.30, Psychological Operations, as the keystone doctrine manual for United States (U.S.) Army Military Information Support Operations (MISO) and MISO forces. This publication serves as the authoritative reference for the U.S. Army in influencing foreign target audiences (TAs) across the range of military operations... As a keystone manual, FM 3–53 is the primary reference for understanding the Army’s MISO capability...<sup>188</sup>

According to the Proponent Office, author of *Military Information Support Operations (FM 3–53)*, the document most important for understanding MISO, PSYOP officers, and assessment is *Military Information Support Operations (FM 3–53)*. The chapter on Mission and Core Tasks opens with:

U.S. Army MISO forces are trained, educated, equipped, organized, mission-tailored, and purpose-designed to influence foreign individuals and groups, and inform both domestic and foreign populations. As such, they provide the DOD a robust capability to both inform and influence foreign audiences in permissive, uncertain, and hostile environments.<sup>189</sup>

The chapter continues with the branch’s core tasks, introducing them with the following statement:

MISO forces conduct specific tasks to apply the capability in conventional and SO missions. These tasks consist of advising, planning, developing, and delivering information, messages, and actions to inform and influence foreign populations, and planning for the assessment of their effectiveness. These tasks enable PSYOP Soldiers, as subject-matter experts, to serve as important advisors to commanders, COMs, and other USG, allied, and HN leaders on the informational and psychological aspects of the OE that affect USG activities and the achievement of national objectives.<sup>190</sup>

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<sup>188</sup> *FM 3–53*, iv-v.

<sup>189</sup> *FM 3–53*, 1–1.

<sup>190</sup> *FM 3–53*, 1–5.



The doctrinal manual claims training, expert status and links these concepts to the five core tasks.<sup>191</sup> Interpreting the doctrine, PSYOP officers are trained and educated to deliver a robust capability in any operating environment where they will serve as subject matter experts in such tasks as the assessment of the effectiveness of all psychological effects in the operating environment. The evidence presented in Chapter III indicates that the assessment claims are not supported by the curriculum presented at USAJFKSWCS. There is insufficient alignment between the branch's doctrinally derived strategic vision and its people practices associated with initial recruiting, selection, and education.

***b. Doctrine to MISOC Alignment***

Considered in isolation from its educational support, the organizational vision established by *Military Information Support Operations (FM 3-53)* is reasonable. It stakes a clear set of claims for training, education, professionalism, and expertise. Since the manual describes these items, there exists an expectation of alignment between PSYOP branch's keystone manual and the strategic vision of the military organization responsible for providing PSYOP officers to missions around the world.

The Commander of the MISOC has developed his own vision, which is well within his purview. But at this transitory time in PSYOP, with the litany of complaints about PSYOP MOE or assessment, the vision should represent an extension of the doctrine, not stand in opposition. The Military Effects Group (MEG) in Fort Bragg, North Carolina publishes *MISOC Effects Group Magazine*. The opening pages of the magazine quote *Military Information Support Operations (FM 3-53)* and provide a vision statement.

VISION: The Military Information Support Operations Command (MISOC) is the premier inform and influence headquarters in the DOD. It is organized, manned, trained, and networked to achieve psychological effects and behavior change in select foreign target audiences in support of U.S. objectives. The MISOC deploys scalable formations and capabilities

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<sup>191</sup> *FM 3-53*, vi – 1-9.

in support of Special Warfare campaigns. MISOC Soldiers are the master practitioners of influence activities in the global information environment.<sup>192</sup>

The magazine continues with a statement claiming new skills: “The MISOC is the United States Army Special Operations Command’s Intellectual Foundry for all things Influence- Social Theory-Innovative Organizational Structures, and High-End Future Planning Methodologies.”<sup>193</sup> Do PSYOP officers deliver capabilities in four foundries or do they deliver five core tasks? Does an intellectual foundry for all things influence include the necessary elements to conduct any of five core tasks in general and assessment specifically? Combining the vision and the foundry statement, the MISOC sends master practitioners of all things influence to achieve psychological effects and behavior change in any environment. In the vision statement there are no references to assessment or even MOE. The doctrinally established five core tasks are not specifically mentioned or clearly tied into any of the MISOC documents. In the scope of this thesis, the organizational strategy established at the MISOC does not represent a reasonable extension of the existing doctrine into broadening areas of organizational significance; instead it represents another obscuration of the branch’s focus on its longest running challenge: how do we prove our effectiveness; how do we conduct assessments?

*c. MISOC to POQC Alignment*

The relationship of the MISOC, USAJFKSWCS, and the POQC should be in direct and continuous alignment. The MISOC provides the PSYOP forces to conduct the MISO missions. The MISOC should have the ability to shape the curriculum at USAJFKSWCS, the only available training source for PSYOP officers. The doctrine producers at USAJFKSWCS should facilitate the linkage between the operational organization and the branch internal educational institution. When those elements are in tune, there should be sufficient alignment between the MISOC, the POQC, and doctrine. The analysis supporting this thesis indicates that the alignment between the MISOC and the POQC is insufficient.

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<sup>192</sup> *MISOC Effects Group Magazine* 1, no. 2, 2.

<sup>193</sup> *MISOC Effects Group Magazine*, 3.

The POI examined in this thesis identified no modules that contain relevant content related to three of the topics identified as foundries: Social Theory, Innovative Organizational Structures, and High-End Future Planning Methodologies. If we understand the scope and significance of the statement “USASOC’s intellectual foundry for all things influence,” a tremendous educational foundation is required to support that statement.<sup>194</sup> Ten contact hours hardly generates a robust academic foundation in either the theory or methodology that would comprise all things influence. If the MISOC is going to establish independent or significantly expanded capability promises coupled with re-enforced educational foundation claims, the establishment of the required basic skills must be accomplished at USAJFKSWCS. Furthermore the MISOC must ensure that continuous dynamic career education opportunities, to not only maintain the basic skill set, but also provide intellectual access to continuing education that will generate sufficient Master and Doctoral credentialed PSYOP officers, are a functional element of the operational organization. The POI examined in this thesis contains only 10 hours of psychological theory, research methodology, and assessment techniques.<sup>195</sup> There is insufficient alignment between the MISOC and the POQC to facilitate an academic environment that equips PSYOP officers to conduct valid, reliable, reproducible assessments.

#### *d. Analysis*

The point in this section is not to place blame individually on the MISOC, USAJFKSWCS, the Proponent Office, the existing doctrine, or the POQC. It was to examine Kates’ and Galbraith’s recommended organizational alignment criteria.<sup>196</sup> The analysis of alignment between existing organizational entities, the various descriptions of PSYOP branch’s strategic vision, and the academic support available to deliver the vision’s promises indicated problems with alignment. Unfortunately, the analysis indicates that no consistent strategic vision exists to support the branch. In the absence of

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<sup>194</sup> *MISOC Effects Group Magazine*, 3.

<sup>195</sup> *POQC POI*, 4-1 – 4-37.

<sup>196</sup> Kates and Galbraith, *Designing Your Organization*, 2-7.

a unified vision, longitudinal educational structures cannot flourish. In the absence of alignment between the three elements examined here, there is limited understanding on the branch's educational needs and no clarity on meaningful, sustainable changes to improve the branch's ability to provide any of its claims. Until this misalignment is fixed, PSYOP branch will still claim expert assessment capability, an intellectual foundry of all things influence, and provide only 10.3 hours of instruction in the scientific fundamentals supporting those claims. Collectively and collaboratively the MISOC, the Proponent Office, and USAJFKSWCS must develop a unified strategic vision for the branch. This vision must stretch beyond the command timelines of officers assigned to command each of these military entities. This enables the development of recruiting, selection, and education practices that support the delivery of the strategic vision's promises. Unified strategic vision specifically allows for the generation of the necessary scientific fundamentals for the only DOD organization, tasked to conduct operationally applied psychology, responsible for conducting assessment of every psychological phenomenon in the operating environment.

**2. Does PSYOP Branch Have the Correct Organizational Configuration Elements to Deliver its Promise of Assessments of any Psychological Effect?**

Mintzberg's article "Fit or Fashion" provides the theoretical framework for this section. Mintzberg identifies four fundamental organizational configurations, and he describes the elements that comprise each organization. He also specifies the environments where the particular organizational configuration will suffer or succeed. The Dynamic Capabilities Alignment Model relies upon Mintzberg's concept of the hybrid organization to develop the ideal organization configuration for the delivery of valid, reliable, and reproducible assessments. The organizational configuration generated by the Dynamic Capabilities Alignment Model is a professional adhocracy. This type of organization relies upon a strong professional core, delivers uniquely organized units to address operational demands, and possesses the internal capability to adhere to military

requirements for regulations and uniformity outside of the ad hoc environment. This section focuses on the MISOC's proximity to a professional adhocracy and identifies specific organizational shortcomings.

*a. The MISOC is a Machine Bureaucracy*

Mintzberg describes machine bureaucracies as organizations having large size, numerous regulations, pressure for uniformity, and low educational requirements.<sup>197</sup> According to Mintzberg, military organizations typically default to machine bureaucratic configurations. As organizations grow in size, they require larger and larger bodies of rules, regulations and standard operating procedures (SOP). Because these large organizations regulate everything, they struggle to deal with uncertainty, complexity, and ambiguity. They are good at generating synchronization of procedures, as long as it is the same procedure again and again. It takes an organization time and effort to meet the litany of rules, regulations, and standardized procedural guidelines. Depending on the volume of these regulations and the type of work the organization must accomplish, there will be little time in the machine bureaucracy for robust technical or scientific training.

The MISOC, a large military organization, faces many of the organizational pressures identified by Mintzberg. The MISOC has significant elements of its organizational configuration driven by the need to generate adherence to regulations and to ensure sufficient uniformity throughout the organization, like any other Army organization. If the organization is unable to develop standard operating procedures for robust education, the elements in the organization simply will not add the uncertain task of non-SOP education to its busy schedule of inspections, parades, and ceremonies. Because of the gravitational pull of the machine bureaucracy, felt strongly by military organizations like the MISOC, they struggle with additional complexity. As more task obligations develop, machine bureaucracies look to develop new doctrine. At some point, new tasks will simply overwhelm the machine bureaucracy's ability to formalize the task, and the machine bureaucracy suffers in ambiguous environments as well. The large body of rules and regulations limits the amount of advanced training that can exist in the

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<sup>197</sup> Mintzberg, "Fashion Or Fit," 7-8.

organization. The machine bureaucracy lacks the appropriate amount of professional education and technical expertise to function successfully in environments requiring ad hoc units.

The MISOC and the PSYOP branch must find a way to address the regulations and requirements of the United States Army and the United States Army Special Operations Command (USASOC). But it must also find a way to develop the deep technical expertise required to accomplish the task of assessment in complex ambiguous environments. Because it has machine bureaucratic elements, the MISOC and PSYOP branch must formally and correctly declare the education requirements for PSYOP officers and write the appropriate educational foundations into policies, doctrine, and in the POQC's POI. PSYOP branch must then ensure that the academic material is commensurate with post baccalaureate education. In the absence of these detailed efforts, the selection guidelines will continue to ignore academic backgrounds; the POQC will still only reserve 10 hours for theoretical foundations in applied psychology; the reference material will never evolve to graduate level text books and peer reviewed research articles; and men like MG (Ret) Mackay will still accuse the branch of "witch doctor" methodology.

***b. The MISOC is an Adhocracy***

PSYOP branch and the MISOC claim the complex-ambiguous environment as their operational home field. According to Mintzberg, organizations that succeed in these environments are capable of delivering highly qualified, technically proficient, professionally accredited, and uniquely assembled units to address the stakeholder's requirements. Both the PSYOP branch and the MISOC repeatedly make claims that this is precisely what they do.<sup>198</sup> The MISOC's claim that it is an intellectual foundry for innovative organizational structures indicates that the MISOC is an organization uniquely qualified to generate ad hoc teams capable of delivering mission accomplishment and stakeholder satisfaction.

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<sup>198</sup> FM 3-53, iv; *MISOC Effects Group Magazine*, 2.

A brand new PSYOP officer, with a randomly selected undergraduate degree, 10 hours of theoretical instruction, and a collection of contradictory manuals, is going to lead a small team of hand-picked soldiers into austere, complex, and ambiguous environments and provide the supported commander, ambassador, or other stakeholder with advice on the psychological ramifications of everything in the operating environment. This brand new PSYOP officer must also provide this stakeholder with assessments of the psychological effects of efforts, planned and executed, on behalf of this supported stakeholder. This is exactly what PSYOP officers should be able to provide. If the PSYOP officer in question does not possess this academic background independently, he is unlikely to develop it in the 10 hours of instruction. If there are more specific concerns about this PSYOP officer's ability to provide valid, reliable, and reproducible assessments, the PSYOP officer will receive a one hour block of instruction on the superseded evaluation phase of the Seven-Phase PSYOP Process. He receives no instruction in mathematical techniques, analytical theories, or psychometric theories. In the midst of complexity and ambiguity, the new PSYOP officer arrives with expectations of competence in the complexities of psychological theories, applications, and assessments. To operate successfully as an adhococracy that delivers valid, reliable, reproducible assessments, the foundation of the organization must be professionals with recognizable assessment credentials. PSYOP branch lacks these foundations. The PSYOP branch declares the capability to deliver assessment to any environment, without regard to the situation's ambiguity. The branch simply lacks the robust scientific foundation required to be successful in the environments described by Mintzberg.

*c. The MISOC is a Professional Bureaucracy*

Mintzberg specifies the need for an institution external to an organization to hold the responsibility for establishing the standardization of skills. This is the process that allows civilian companies hiring engineers, for instance, to understand the professional skills graduates from accredited institutions bring to the organization. Professionally relevant engineers attend Accreditation Board for Engineering and Technology (ABET) accredited undergraduate institutions. ABET is an internationally recognized entity that certifies the academic credentials of post-secondary degree

producing institutions. This is one example of Mintzberg's requirement for recognizable professional credentials. With the POI for the POQC representing the ubiquitous educational platform for PSYOP officers, the MISOC lacks the recommended externally accredited assessment credentials required to function as a professional bureaucracy. When one considers the list of academic foundations in *Military Information Support Operations (FM 3-53)*, there is no evidence that sufficient post-baccalaureate education is being provided to address this list in the POQC. When one considers the curriculum at the three accredited graduate programs examined, the POQC does not come close to providing similar academic credentials. Despite the variety of claims by the PSYOP branch about its training, education, and expertise, there is no identifiable standard for credentialing, and there is insufficient academic rigor to generate sufficient assessment expertise. Therefore, PSYOP branch fails to meet Mintzberg's criteria for a professional bureaucratic organization. This is one of the factors that undermine the branch's ability to conduct valid, reliable, and reproducible assessments.

*d. Analysis*

Through Mintzberg's "Fit or Fashion" lens, PSYOP branch and the MISOC present the following image. The size of the organization and its position in the military force it to have a significant machine bureaucratic character. *Military Information Support Operations (FM 3-53)* claims specific capabilities to operate in ambiguous environments. The MISOC claims an intellectual foundry in organizational tailoring. The operational environment is absolutely complex, ambiguous, and contentious. But the training program for PSYOP officers, the only training that every officer receives, is insufficient to generate the necessary scientific, technical, or psychological expertise that both the branch and operational unit boast of delivering. This lack of recognizable credentials obviates any claims that branch or the MISOC are operating as a professional bureaucracy capable of delivering valid, reliable, reproducible assessments.

The lack of professional credentials, or the inability to legitimately operate as a professional bureaucracy, represents a tangible area for significant improvement. In



order to be a military organization that delivers uniquely constructed, highly skilled, professionally trained teams to ambiguous, complex, or contentious environments, while simultaneously successfully addressing the military's regulatory and uniformity requirements, demands a robust professional core that is competent in ambiguity and efficient in uniformity. Since the business is psychology with the need to assess psychological phenomena, the robust professional foundation must be established by a sufficient professional core.<sup>199</sup> The professional core appropriate for PSYOP should be populated by behavioral psychologists, social psychologists, and psychometricians. Mintzberg's theories on organizational configurations highlights a relevant point for this thesis: PSYOP struggles with MOE and assessment because the ad hoc teams that are sent on missions lack the professional educational foundation necessary to conduct scientifically valid assessments. The branch must endeavor to elevate its academic standards to levels commensurate with scientific theories, applications, and methodologies provided by accredited academic institutions.

### **3. Does the Educational Content of the PSYOP Branch's Initial Training Support the Branch's Technological Job Requirement to Conduct Assessments?**

The focus question in this section relies upon recommendations from Richard Daft's *Essentials of Organizational Design and Theory*. Daft places social science, strategic planning, and applied research in the nonroutine quadrant of his two by two matrix examining analyzability and variety (see Figure 4).<sup>200</sup> Social science, strategic planning, and applied research are work areas that are once again claimed by the PSYOP branch doctrinally, in *Military Information Support Operations (FM 3-53)*, and organizationally, in the MISOC Commander's vision and foundry statements. Daft goes on to specify that organizations successful in these arenas must possess technical expertise and experience.<sup>201</sup>

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<sup>199</sup> Mintzberg, "Fashion or Fit," 8-9.

<sup>200</sup> Daft, *Organizational Design and Theory*, 284.

<sup>201</sup> Daft, *Organizational Design and Theory*, 284-285.

Once again, following the proclamations of *Military Information Support Operations (FM 3–53)* and the MISOC, analysis finds a deficiency in the PSYOP branch foundations for the conduct of valid, reliable, reproducible assessments. The 10 hour long educational foundation in psychological theories, applied methodology, with only one hour of instruction in assessment techniques is incapable of establishing technical expertise. In the absence of sufficient organizational technical expertise, the explanatory or educational value of experience is substantially undermined. This is not a denigration of the gross intellectual capability of the PSYOP branch. It is an effort to further specify the need for technical education. Malcolm Gladwell has written a number of bestselling books on psychological phenomena. In *Tipping Point*, he highlights an important technical point about psychology; it is sometimes counter-intuitive.<sup>202</sup> In addition to Gladwell’s assertion that psychology is counter-intuitive, the journal *Teaching of Psychology* focuses on the challenges associated with teaching psychology at the post-secondary and postgraduate level. In a 1986 article titled “Misconceptions about Psychology among College Student,” the authors examined the stability of student misconceptions regarding psychological theories and fundamentals. They found that the introductory psychology course was inefficient at reducing misconceptions, and that these misconceptions were likely formed through poorly structured empirical experience, television and media, or peer relationships. The authors found that students required 18 or more psychology credits to substantially eliminate their misconceptions, and that students who pursue non-psychological graduate education show a potential increase in their psychological misconceptions.<sup>203</sup>

Because of the often counterintuitive nature of psychology, a substantial educational process is required to arrive at technical expertise. Beyond the psychological requirements, non-psychological graduate students may re-establish misconceptions in the technically challenging, counter-intuitive field of psychology. The POQC POI which contains only 10.3 hours of instruction, not based on textbooks or peer reviewed publications, is insufficient to deliver Daft’s requirement of technical expertise.

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<sup>202</sup> Gladwell, *Tipping Point*, 258–259.

<sup>203</sup> Gardner and Dalsing, “Misconceptions about Psychology,” 32–43.

Additionally, a random collection of non-psychological graduate degrees, as discovered by Gardner and Dalsing, may actually increase the collective number of psychological misconception.

The POQC is incapable of overcoming the expected psychological misconceptions of average students with only 10.3 contact hours, not 10.3 credit hours, of instruction. This insufficient foundation undermines the empirical value of the operational experience, with regard to understanding psychological theories. Daft's organizational recommendations indicate that the PSYOP branch's difficulty with MOE or assessment is due to a lack of technical expertise in the branch's fundamental scientific education. If PSYOP officers do not understand how to identify relevant psychological phenomena, they will have no ability to generate valid, reliable, reproducible assessments.

**4. Does PSYOP Branch's Career Educational Development Support the Delivery of Appropriate Assessment Oriented Competencies during an Officer's Career?**

This section examines the combined recommendations of Schein and Jones to establish matching educational opportunities and progressive career competencies, respectively. Their ideas were critical to the formation of the Military Career Progression and Dynamic Academic Development segments in the Dynamic Capability Alignment Model. This focus question examines the link between military career progression and the associated educational opportunities.

***a. Supervisory Tasks***

The Dynamic Capability Alignment Model identifies supervisory tasks and indicates that they will be performed by officers in the ranks of major to lieutenant colonel. According to military regulations, officers in these ranks are required to satisfy Intermediate Level Education (ILE) requirements. Considering the officer in these ranks, working at a TSOC, this analysis asks if they are equipped to fulfill their role. Jones advises: "moving to the next stage demands the acquisition and demonstration of

different performance characteristics than those effectively held in the current stage.”<sup>204</sup> Schein’s dynamic career model links education to the matching process at each echelon of career progression in his model. *Military Information Support Operations (FM 3–53)* specifies that PSYOP officers at the TSOC will supervise theater wide efforts, allocate resources for assessments, report effectiveness, and adjust programs.<sup>205</sup> By the time a PSYOP officer reaches this echelon, the competencies of the position grow in magnitude and complexity. If there are no formal policies to alleviate the educational deficit institutionalized at USAJFKSWCS, the challenges with MOE and assessment encountered by the recent graduates of the POQC will be magnified by the number of subordinate programs the TSOC PSYOP officer synchronizes.

***b. Planning and Strategic Tasks***

In the Dynamic Capability Alignment model, there is a block indicating doctoral-level educational credentials for PSYOP officers. The branch currently has one POQC-qualified officer with a Doctoral degree.<sup>206</sup> This creates significant challenges with the intellectual capital, technical expertise, and scientific foundations in the branch. As task and job requirements evolve, both Schein and Jones recommend continuous additional education. The Army mandates its own version of obligatory education, but it fails to equip senior ranking PSYOP officers with anything near the academic credentials commensurate with Doctoral psychological studies or graduate level psychological assessment skills. USASOC and PSYOP branch are currently attempting to change the quantity of Doctoral credentialed PYSOP Officers. MILPER Message 13–305 outlines the Army Special Operations Forces (ARSOF) Terminal Degree Program- Academic Year 2014. The introductory statements of the memorandum echo the organizational recommendations of Schein, Jones, Daft, Mintzberg, and Galbraith:

The USAJFKSWCS has developed a comprehensive program designed to enable highly qualified candidates to enter into terminal degree programs in specified degree programs in specified disciplines and they complete a

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<sup>204</sup> Jones, “Performance Management in a Changing Context,” 434.

<sup>205</sup> *FM 3–53*, 3–6.

<sup>206</sup> U.S. Army HRC, “Demographic PO Branch.”

utilization tour in designated key billets. The intent of the program is to develop a core cadre of ARSOF personnel with the highest academic credentials to interface at the highest levels of policy and academia. Doctoral degrees are generally recognized as the most advanced and immediate credentialing for a broad array of subjects and provide a level of instant credibility. By identifying key billets in ARSOF and filling those billets with Doctoral degree enabled personnel ARSOF will maintain an effective engagement strategy for both advanced academic discourse and strategic enhancement.

Doctoral degrees are distinguished from Master's degrees in that graduates are uniquely capable of independent research and analysis. This level of thought and function allows Doctors to engage and interact at the highest cognitive level. Developing a core cadre of SOF Doctors allows SOF to align with academic models and norms that mentor and develop higher order creative and adaptive thinking.<sup>207</sup>

The program design is outstanding. Unfortunately, PSYOP branch incorporated language into the memorandum indicating that PSYOP officers successfully completing this program would have the following duty positions: Deputy G-3 Communications, Mass Media; and Senior Operations Officer Marketing, Advertising. No general theoretical psychologists, behavioral psychologists, and no mention of Psychometrics, no linkages to either the five core tasks or the four intellectual foundries. To further undermine the value of the published program to the PSYOP branch, the only officers currently eligible for the program fall within a three year window of commissioning dates (2001–2003). According to demographic data, this represents only 19 PSYOP officers with master's degrees. Depending on career progression and requirements, coupled with academic desire, the number of candidates is significantly lower. On the surface, this program appears to represent a necessary documented process for the establishment of recognizable academic credentials. Unfortunately, few are eligible and the duty positions do not indicate that these academically credentialed individuals will facilitate alteration in the POQC's academic content, serve as resident core task experts, occupy strategic policy generation positions, or facilitate the branch's ability to conduct assessment.

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<sup>207</sup> U.S. Army HRC, "MILPER 13–305: Army Special Operations Forces (ARSOF) Terminal Degree Program- Academic Year 2014" (2013).

*c. Analysis*

The organizational theorists who discuss career education and competence are focused on civilian businesses. While there are substantial distinctions between profit oriented businesses and military organizations, the education and competency recommendations are valid for military organizations; the recommendations shift to mandatory if the military organization stakes a unique capability claim. PSYOP branch and the MISOC stake not only a unique ability claim but they boast that the unique ability can be delivered to any environment. Career PSYOP officers with doctoral credentials would be a tremendous asset for the branch. The language in MILPER 13-305 hits credentials, recognition, elevated cognition, and adaptive thinking, but the program of record fails to provide specific benefit to PSYOP branch's struggling assessment capability, either by exclusion, projected utilization, or subjects authorized. The PSYOP officer's academic deficits regarding assessment, generated by the curriculum at USAJFKSWCS, are further exacerbated by the organization's lack of a clear career educational development system that puts doctoral credentials in meaningful locations, allowing for the enhanced delivery of the core task: assess, and specifically providing the organizational culture that understands applied psychology, experimental methods, and psychometrics. In the absence of these changes, the branch will never solve the mysteries of MOE or deliver the new core task: assess.

**5. Is the Reward System in PSYOP Free from Elements of Folly or Ethical Ambivalence during the Conduct of Assessments?**

*a. Folly*

Kerr's discussion of folly in organizational reward systems is considered in this section. This thesis has demonstrated career long challenges with the PSYOP officer's educational development. The organizational culture lacks, by virtue of its absent academic credentials and insufficient doctoral access, a truly academic identity. Currently, the PSYOP community has one doctoral degree holding PSYOP officer. Kerr would ask: what then is rewarded? Does the PSYOP officer responsible for identifying a programmatic failure have the protection and support of an organization that understands

that negative results frequently occur during field experiments in applied behavioral psychology? Are PSYOP officers encouraged to report negative results and recommend subsequent programmatic alterations or methodological modifications? Is it better for a PSYOP officer to report measures of performance? Kellogg, Perry, Howard, Mackay and Tatham, and Bemis all accuse PSYOP of reporting performance versus effectiveness. One explanation for the continued unimproved performance of the branch is the absence of sound academic fundamentals, ensuring that the potential for folly will remain present in the PSYOP branch. If no one knows what to assess, there are no programmatic methods for valid assessment, there is no officer qualified to ensure objectivity in the reward system. Insufficiently educated PSYOP officers wanting to do a good job and get promoted will find a way to declare success. The absence of scientific fundamentals ensures that the failure of MOP for MOE will continue to be rewarded by an organization that lacks the psychological credentials to understand the difference and the established methods to alleviate the problem.

***b. Ethical Ambivalence***

Jansen and Von Glinow provide an enhanced understanding of organizational folly and how it relates to the PSYOP branch's challenges with assessment. Jansen and Von Glinow focus on the effects of poorly constructed reward systems suffered by employees. If the organization sets up a conflict between an ethical concept and an organizational obligation, the employee abides by ethical rules and suffers organizational penalties, or the employee abides by organizational rules and suffers ethical ambivalence. Jansen and Von Glinow indicate that the organization is responsible for reviewing their policies, procedures, and reward systems to ensure that the ethical standard is organizationally encouraged.<sup>208</sup>

Consider the POQC-qualified captain on his first PSYOP mission. He has a high statistical likelihood that they have only received 10.3 hours in psychological theory, applied methodology, and analytical techniques, and their TSOC boss has the same credential deficits. The PSYOP captain receives the task to provide an assessment

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<sup>208</sup> Jansen and Von Glinow, "Ethical Ambivalence," 820–821.

of the current program. Does the captain provide reports of ineffectiveness, MOP magnitudes, suspect MOE? What do other PSYOP captains in theater report? Without a system to support the assessment report of the individual PSYOP captain, the individual PSYOP captain will suffer ethical ambivalence between valid, reliable, reproducible assessment reporting and demonstrating organizational loyalty by decreeing effectiveness, competence, and expertise with or without proof.

The ethical ambivalence of this situation is similar to the potential found in academic publication requirements. The peer reviewed academic publication system is extremely competitive. An academic's ability to publish is critical to employment, tenure, and continued academic relevance. The pressures are the same as those encountered by a young PSYOP officer; "publish or perish" sounds like "show effectiveness or risk detrimental comparison." One difference between academics and PSYOP is the peer review process. Yes, there is pressure to publish successful results. The peer review process is one of academia's methods to ensure legitimacy of results and to protect the ethical integrity of the process. While peer review is not a perfect process, it does provide a measure of control over the quality of published papers. In a 2006 *Nature* article "Journals submit to scrutiny of their peer-review process," the authors describe the analysis of more than 1,000 papers and their journey through the peer review process. The 2006 article identifies two specific results: the authors are forced to reveal potential sources of conflicts of interest, and published methodological quality is higher than rejected quality.<sup>209</sup> Additionally, the results demonstrated that many of the published papers relied exclusively on negative results. Each of these results provides valuable recommendations for the PSYOP branch and its new core task: assess. Blind review generates an enhanced standard of ethical integrity. Peer review processes improve the methodological quality of the published body of research. Peer review allows for the successful publication of negative results. The PSYOP core task of assessment could use significant doses of each of these results. While there is currently no universal standard of peer review internal to PSYOP, the benefits would be tremendous. Ethical ambivalence and folly could be significantly reduced. The methodology associated with both

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<sup>209</sup> Giles, "Journals Submit to Scrutiny," 252.



assessment and influence would improve substantially. A place would be established for negative results. Of the three, this may be the most important feature for a peer review system in PSYOP, negative results could be published, analyzed, and subsequently reduced. The absence of robust scientific foundations unfortunately means that no one in PSYOP is qualified to assess the methodology in PSYOP. The institutionalized lack of scientific credentials in PSYOP signifies that assessment problems of folly and ethical ambivalence will continue for the foreseeable future.

## **6. Does PSYOP Branch Deliver on Its Psychological Contracts?**

This section examines the concept of psychological contracts as introduced by Edgar Schein in 1978 and slightly amended by Denise Rousseau in 1995. This section presents an examination of the organization's half of the psychological contract, and identifies the degree to which its proclamations are averred and ultimately delivered.

### ***a. The Promise***

Rousseau expands Schein's initial discussion of the psychological contract by identifying elements of the organization's obligations to the contract in employee manuals and recruiting processes. Rousseau contends that there are tangible objects that can enforce specific elements of psychological contract.<sup>210</sup> *Military Information Support Operations (FM 3-53)* indicates that PSYOP personnel are trained to deliver unique or special capabilities over 25 times.<sup>211</sup> The keystone manual promises not only any interested stake holder a robust, educated force, it promises the PSYOP community a robust education and the establishment of expert credentials. While there are 826.9 contact hours in the POQC, there are 9.3 hours for psychological theory. There is only one scheduled hour for assessment methodology. Every time *Military Information Support Operations (FM 3-53)* tells a stakeholder, potential recruit, current student, or qualified PSYOP officer that members of the branch are trained to conduct assessment, it

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<sup>210</sup> Rousseau, *Psychological Contracts*, 72-73.

<sup>211</sup> *FM 3-53*.

is simply not commensurate with the academic qualifications provided by the institutions studied in this thesis. The prevalence of the promise generates a tangible obligation for the organization to uphold its half of the contract.

The MISOC re-emphasizes its ownership of the four intellectual foundries in every publication by the MISOC. Once again, the organization is creating, emphasizing, and broadcasting a message that generates promises to stakeholder outside the organization and tangible psychological contract objects for members of the organization. Currently, the unconventional warfare social theory academy is the only entity generated to support the healthy existence of the claimed capability.<sup>212</sup> The MISOC has staked a claim, published the mandate, given it a buzz-word like moniker, and only established 25% of the organizational structure necessary to support maintenance, growth, and evolution of the intellectual capital associated with the foundries. There are no academic mechanisms in place to ensure that the MISOC can deliver all things influence. More specifically, there appears to be no organizational mechanism in the MISOC to bolster the assessment credentials of PSYOP officers.

### ***b. The Results***

In *Career Dynamics*, Schein discusses the results when parties in the psychological contract determine that there have been violations. Employee turnover, absenteeism, misbehavior, and withdrawal occur at elevated rates.<sup>213</sup> Rousseau reminds us that manuals, posters, and other physical statements establish obligations in the psychological contract. The PSYOP branch with its publication of *Military Information Support Operations (FM 3-53)* and the MISOC with its frequent emphasis of intellectual foundries have created a tremendous gap between organizational promises and organizational fulfillment of psychological contract obligations. If PSYOP branch promises its members that they will be trained and equipped to conduct assessment of psychological phenomena, PSYOP branch is obligated to ensure that its officers are

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<sup>212</sup> “EXSUM of the MISOC Operations Brief to Worldwide 37s (Tuesday—19 Feb 2013),” MISOC Weekly Team Update, electronic correspondence (2013).

<sup>213</sup> Schein, *Career Dynamics*, 86–93.

legitimately trained and equipped to conduct assessments. With only 9.3 hours of theoretical content and one hour of assessment education, the branch is not honoring its obligation to provide robust education.

PSYOP branch has struggled with retention for the last few years. The MISOC weekly team update consistently lists three critical information requirements (all related to retention and manning); while retention is the number one concern, the status of the intellectual foundries is not listed.<sup>214</sup> Is the MISOC the intellectual foundry of USASOC or is it the retention organization? Consecutively low retention rates, during the recent economic downturn, may be a tangible manifestation of the branch's and the MISOC's inability to deliver on its promise of educational credentials.

### **C. ORGANIZATION SUMMARY TABLE**

Table 2 below summarizes the analysis from this chapter. The first column lists the author or authors, the second column lists their organizational concept or theory, and the final column presents a brief synopsis of the organizational analysis.

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<sup>214</sup> "MISOC Weekly Team Update (Friday—22 Nov 2013)," electronic correspondence (2013).

Organizational Theorist	Organizational Concept	Analysis
Kates and Galbraith: “The Star Model”	Organizations must ensure that alignment exists between the organization’s Strategic Vision and the organization’s Capabilities, People Practices, Reward Systems, Structure, and Process <sup>215</sup>	The lack of unity in the strategic vision promulgated by <i>Military Information Support Operations</i> and MISOC’s four intellectual foundries makes the organization’s capabilities unclear. This lack of clarity makes the construction of appropriate People Practices unnecessary challenging. The resulting quality of education at USAJFKSWCS for an organization that functions as an applied behavioral psychology community is insufficient to establish the necessary academic foundations for either entry level task accomplishment or career long educational development.
Mintzberg	Adhocracies require professional foundations. Professional bureaucracies establish legitimacy of their credentials by allowing external agencies to maintain the professional standards <sup>216</sup>	The education every PSYOP officer receives during the POQC at USAJFKSWCS, with only 10.3 total contact hours in scientific foundations, is insufficient to establish the necessary academic foundations to perform valid, reliable, and reproducible assessments.
Daft	Nonroutine work tasks like social science research, applied research, and strategic planning require highly technical education. <sup>217</sup>	10.3 hours in the counterintuitive field of psychology fails to meet Daft’s requirement for technical education.
Schein and Jones	The organization must establish dynamic educational career events that link the employee to the organization and to the evolving needs of the organization’s hierarchical job progression and changing competency needs <sup>218</sup> .	The PSYOP branch’s access to unique career developmental education opportunities that relate directly to the execution of assessments is insufficient to alleviate the scientific foundational deficits created at USAJFKSWCS.
Kerr, Jansen, and Von Glinow	Organizations must ensure that reward systems and organizational culture are correctly configured to encourage desired and ethical behavior. <sup>219</sup>	The frequency of MOP substitution for MOE or valid, reliable, reproducible assessments is a symptom of organizational folly. Officers with little or no academic credentials in psychometrics supervise junior officers conducting operations to change behaviors. Is legitimate science going to be encouraged, with its share of negative results, or will

<sup>215</sup> Kates and Galbraith, *Designing Your Organization*, 2–7.

<sup>216</sup> Mintzberg, “Fashion or Fit,” 5–10.

<sup>217</sup> Daft, *Essentials of Organizational Design and Theory*, 283–285.

<sup>218</sup> Schein, *Career Dynamics*, 3–10; Jones, “Performance Management in a Changing Context,” 432–434.

<sup>219</sup> Kerr, “Folly,” 7–10; Jansen and Von Glinow, “Ethical Ambivalence,” 820–824.

Organizational Theorist	Organizational Concept	Analysis
		junior officer be encouraged to produce narrative of success without regard to veracity?
Schein and Rousseau	Psychological contracts are interactions between organizations and its members. The articles of the psychological contract are not specifically negotiated. They are individually formed in the minds of the separate parties. Organizations can generate contractual objects through manuals and recruiting processes. Violating the contract, actually or perceptually, leads to turnover, absenteeism, and other work related discipline issues. <sup>220</sup>	PSYOP branch promises a robust set of capabilities that can be delivered to ambiguous and austere locations. PSYOP branch also promises to equip and train its members to deliver assessments on any manifestation of psychological phenomena in the operating environment. The education delivered by USAJFKSWCS fails to deliver any of the educational promises of the branch. There is significant risk of perceived violation of the psychological contract amongst members of the branch. The primary focus of MISOC Commander's CCIR is retention status.

Table 2. Summary of Organizational Theory Analysis

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<sup>220</sup> Schein, *Career Dynamics*, 81–112; Rousseau, *Psychological Contracts*, 72–73.

## V. CONCLUSION

### A. ANALYSIS OF HYPOTHESES

#### 1. Sub Hypothesis 1

Sub-hypothesis 1: The recruiting and selection process generates an officer population capable of conducting the new core task: assess.

The distribution of undergraduate degrees examined in this thesis indicates a lack of specific criteria in the earliest selectivity gates of the branch. There appears to be a similar lack of selectivity with regard to undergraduate GPAs, 31.1% percent of the 90 officers examined had GPAs at 3.0 or lower. Information regarding undergraduate curriculum, i.e., hours of mathematics, hours of research methodology, hours of psychological theory was not available. Random undergraduate degrees and no particular selection criteria for GPA put significant downward pressure on the quality of POQC classroom's academic starting point.

We reject sub-hypothesis 1. The selection process does not generate an officer population capable of conducting the new core task: assess.

#### 2. Sub Hypothesis 2

Sub-hypothesis 2: The PSYOP Officer Qualification Course (POQC) curriculum adequately equips the selected officer population for the conduct of the new core task: assess.

The POQC provides only 9.3 hours in psychological theories and research design focusing on causal linkages. There is one additional hour of instruction scheduled for the task of assessment or evaluation. Using Pigliucci's scientific rubric of empirical hypothesis testing of theories, Daft's insistence upon technical education for organizations conducting social science research, and comparing the academic content at USAJFKSWCS to three accredited graduate programs, we reject sub hypothesis 2. With only 10.3 hours of classroom instruction, based exclusively on an Army manual, the

academic content in the POQC provides insufficient scientific foundations for the conduct of valid, reliable, reproducible assessments.

### **3. Sub Hypothesis 3**

Sub-hypothesis 3: PSYOP's operational methodology for the conduct of the new core task: assess is capable of providing valid, reliable, and reproducible results.

With insufficient academic selection criteria and insufficient academic content in the POQC, the organization suffers from an institutional lack of scientific foundations. The mismatch between the five core tasks and four foundries draws the organization further away from the task of assessments. The lack of access to a Doctoral credential in psychometrics, the science of assessing psychological phenomena, indicates that there are no organizational mechanisms to improve upon the one hour of assessment training, supported by only 9.3 hours of psychological theories. We reject sub-hypothesis 3 because the organization fails to establish the necessary scientific foundations to understand and deliver the subtle nuances of applied behavioral psychology to ambiguous environments and then validly, reliable, and reproducibly assess those phenomena.

### **4. Main Hypothesis**

H1: PSYOP branch is correctly configured to perform the new core task: assess.

We reject the main hypothesis. PSYOP branch is not correctly configured to conduct the new core task: assess. There is insufficient education in scientific fundamentals during the POQC to train an academically diverse population of officers in the complex operation of field experimentation in applied behavioral psychology. The recruiting and selection process contributes to this problem by ignoring or marginalizing academic background's place in the recruiting criteria. This ensures that subsequent cohort selections will possess randomly distributed academic backgrounds vice collections of background prepared to receive and understand post-graduate level education in psychological theory, applied methodology, and assessment techniques.

This selection standard puts additional downward pressure on the foundational science educational content of the POQC. The lack of subsequent academic opportunities

that improve the officer's understanding of psychological theories, applied methodology, or assessment techniques ensures that the required scientific foundations are not only absent in the branch's newest officers, but are also lacking in the senior members of the branch. The lack of senior level Doctoral degree credentialed officers undermines the scientific caliber of the branch's highest level strategic program design. Inappropriate program design creates challenges in the execution of assessments at every level of the branch's rank and task structure.

As a branch that claims expertise and training in all psychological phenomena, there are no formal educational institutions that provide legitimate academic credentials for the branch's members at any career echelon.

#### **5. Why Does the PSYOP Branch Struggle with MOE or Assessment?**

PSYOP branch claims a wonderful and necessary niche in military operations. PSYOP branch claims psychology, and the branch professes the ability to assess the psychological effects of planned and unplanned actions, friendly and unfriendly efforts, and MISO products. There is no evidence that the education process of the branch is sufficient to equip members to understand psychological theory, develop psychologically appropriate products, and assess the psychological effects of those theoretically designed psychological products. PSYOP branch struggles with assessment because the necessary scientific educational foundations are absent from the branch.

### **B. CORRECTIVE MEASURES**

#### **1. USAJFKSWCS**

The curriculum at USAJFKSWCS must improve. While the curriculum will never identically mimic the curriculum at Fordham, Clemson, or Stout, there is no reason that officers, who are responsible for delivering valid, reliable, reproducible assessments, cannot have something more robust than the TTP manual. Curricular elements at USAJFKSWCS must fall into better alignment with the contact hours of a graduate program in applied psychology. This will require a significant alteration in the current make-up of the curriculum. The goal of the academic curriculum at USAJFKSWCS



should be to have scientifically oriented modules in the POQC accredited by appropriate regional educational accreditation societies. The curriculum must also evolve a more scientific foundation. Psychology is a science that requires significant academic exposure in order to reduce a student's theoretical misconceptions. There must be more time spent on the actual task of assessment. In the POQC we examined, officers will get 3.5 hours to learn about auto rotating leaflets, get out some scissors, cut some auto rotating leaflets, and throw them in the air: they rotate automatically. They only get one hour on the task of assessment. This mismatch between the presentation of science and nostalgia must be adjusted. If not, the MG Mackay's admonition becomes more valid: "With-Doctor methodology."

## **2. Selectivity**

There must be a longitudinal plan to incorporate academic selectivity criteria into the accessions process for the PSYOP branch. The branch promises a scientifically robust capability in its manuals and publications. There are time limits on the initial training pipeline. The only way to evolve the branch into a branch that can conduct field experiments in applied behavioral psychology, in any environment in the world, is to raise the academic entry criteria.

The selectivity solution requires not only an elevation of academic entry standards but a clarification of the relevant feeder sciences. With the publication of the new core task assessment, it is disconcerting that the formal field of psychometrics is not mentioned in *Military Information Support Operations (FM 3-53)*. If the branch is truly going to deliver valid, reliable, reproducible assessments it must recruit new members who will be academically competitive for selection to Doctoral programs in the science of assessments.

If the demand for PSYOP continues, the only way to handle a significant elevation in academic selection criteria is to become more pro-active in our recruiting efforts. The members of the branch that deal with recruiting processes should specifically target members of the Army with the academic credentials the branch needs. The recruiters should then specifically invite them to try and join the branch.

### **3. Career Educational Development**

In order to initiate the corrective measures for the assessment problem, the branch must establish a longitudinal vision for developing the branch's most qualified experts in assessment. A coded position for the PSYOP PhDs in psychometrics must be written. These individual should have academic credentials that make them competitive for Doctoral candidacy. Once the individual is credentialed, there will be a few valuable tasks. First, this individual should serve as the department chair for the task assessment at USAJFKSWCS, with responsibility for the assessment course development. This ensures that the assessment curricula's eligibility for accreditation. This individual should additionally develop sustainment training modules for the MISOC. Periodically, this individual can travel to various TSOCs to advise them on appropriate assessment methodologies. After the TSOC visits, this individual periodically travels to Washington, DC to facilitate the incorporation of appropriate assessment language and methodologies into policy and authority documents. The final role for the assessment chair at USAJFKSWCS is the grooming and selection of appropriate candidates for master's level additional education in applied psychology and assessment.

With a department chair position in place for the PSYOP officer with a PhD in Psychometrics established, there must also be the creation of PSYOP assessment master's degree candidate selection and grooming program. As the academic credentials of the PSYOP officer core increase, their competitiveness for matriculation in civilian master's degree programs will also increase. To have competitive candidates for top tier Doctoral programs, the branch must endeavor to grow its population of PSYOP officers with master's degrees in applied psychology or psychometrics. This recommendation ensures that the PSYOP officers with universally recognizable assessment criteria are populous enough to fill required duty positions and maintain robust or competitive selection criteria for subsequent generations of PSYOP officers with Doctoral assessment credentials. This recommendation addresses the Dynamic Academic Development steps in the Dynamic Capability Alignment Model.

## **C. RECOMMENDED CONTINUATION RESEARCH**

### **1. Demographic Fidelity**

The recent generation of demographic data is indicative of potentially significant problem area for the branch. A branch that makes so many claims about its scientific capabilities should know its officer population's academic backgrounds. Future work should generate more robust data sets regarding the officer population in PSYOP. In addition to degrees, majors, and GPAs, the demographic data set on the officers in PSYOP should contain undergraduate credit hours by subject matter, standardized test scores, and GRE scores (if available). This data is significant not only for the continuous evolution of the scientific content in the POQC, but also for the branch's ability to identify and groom its most academically qualified members.

### **2. Curricular Load Limitations**

We recognize that demanding 675 contact hours like Clemson's graduate program is not reasonable. We further recognize that our recommendation to elevate selectivity criteria and the POQC's scientific content will have to be implemented in a step-wise fashion. Ultimately, future research in the realm of educational research should exam the POQC curriculum for its ability to hold content. This future research should identify the maximum curricular load in the POQC given its time limit, training requirements, and its entrant pool. This research may prove vital to the quality of education provided at USAJFKSWCS and the future capabilities of the officers of the branch.

### **3. Nascent Methodology**

An interesting avenue for future research is certainly in the realm of new assessment methodology. Are there assessment answers in the CORE Lab's capabilities? Can agent based modeling (given agents with sufficiently robust psychological algorithms) provide a surrogate assessment methodology for the most challenging environments?

Unfortunately, a nascent assessment methodology injected into an organization lacking sufficient scientific foundations is unlikely to survive. The branch must go

through the challenging credentialing stage, first. Once a significant fraction of the organization understands the scientific foundations of psychological assessments, the branch can handle emerging technology. Remember, in the first part of calculus, students are required to learn Newton's hand method of differentiation before they learn the shortcuts. Assessment is even trickier. The branch must master the fundamentals that make up the science of assessment before it can solicit assessment shortcuts.

#### **D. CONCLUDING REMARKS**

PSYOP branch has struggled with assessments for a long time. In this thesis, we discovered that undergraduate students typically require six psychology classes before they significantly improve their fundamental understanding of the science. Six college classes represents about 270 contact hours (3 credit hour class, three contact hours a week, 15 weeks in a semester). PSYOP struggles with a challenging aspect of a complicated science. This thesis highlights a critical need for improved focus on scientific fundamentals. The authors hope that no one confuses this statement for a statement that denigrates the men and women in the PSYOP branch. The problems with assessment exist because of a lack of education, not because of lack of intelligence in the branch. The branch just needs to a better job of equipping those intelligent officers with scientific foundations to execute assessment. The promises of *Military Information Support Operations (FM 3-53)* are valid. The branch just needs the scientific educational support at USAJFKSWCS and the MISOC to ensure that the academic foundation required for delivery of the promises is available at every step of a PSYOP officer's career.

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