

**Soldier's Manual and Trainer's Guide
MOS 37F**

STP 33-37F14-SM-TG

**Psychological Operations
Specialist
Skill Levels 1 Through 4**

August 2008

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Soldier's Manual and Trainer's Guide

MOS 37F

Psychological Operations Specialist

Skill Levels 1 Through 4

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Preface

This Soldier training publication (STP) is for Skill Levels 1 through 4 Soldiers holding the military occupational specialty (MOS) 37F, Psychological Operations Specialist. It contains standardized training objectives in the form of task summaries to train critical tasks that support unit missions. All Soldiers holding MOS 37F should have access to this publication. This publication applies to the Active Army, the Army National Guard (ARNG)/Army National Guard of the United States (ARNGUS), and the United States Army Reserve (USAR) unless otherwise stated.

The proponent for this publication is the United States Army John F. Kennedy Special Warfare Center and School (USAJFKSWCS). Send comments and recommendations on Department of the Army (DA) Form 2028 (Recommended Changes to Publications and Blank Forms) directly to Commander, USAJFKSWCS, ATTN: AOJK-DTD-PO, Fort Bragg, NC 28310-9610.

Unless this publication states otherwise, masculine nouns and pronouns do not refer exclusively to men.

Chapter 1

Introduction

1-1. General.

a. This Soldier's manual (SM) identifies the individual military occupational specialty (MOS) training requirements for Soldiers in MOS 37F. Commanders, trainers, and Soldiers should use it to plan, conduct, and evaluate individual training in units. This manual is the primary MOS reference to support the self-development and training of every Soldier.

b. This manual is used with the following manuals to establish effective training plans and programs that integrate Soldier, leader, and collective tasks:

- Field Manual (FM) 3-05.301, *Psychological Operations Process Tactics, Techniques, and Procedures*.
- FM 3-05.302, *Tactical Psychological Operations Tactics, Techniques, and Procedures*.
- Special Text (ST) 3-05.302, *Mission Training Plan for the Tactical Psychological Operations Company*.
- ST 3-05.303, *Mission Training Plan for the Psychological Operations Product Development Company*.
- STP 33-37II-OFS, *Officer Foundation Standards II Psychological Operations (37A) Officer's Manual*.
- FM 7-0, *Training the Force*.
- FM 7-1, *Battle Focused Training*.

1-2. Task Summaries.

a. Task summaries outline the performance requirements of each critical task in the SM. They provide the Soldier and the trainer with the information needed to prepare, conduct, and evaluate critical task training. As a minimum, task summaries include information the Soldier must know and the skills he must perform to standard for each task. The format for the task summaries included in this SM is as follows:

(1) *Task Number*. A 10-digit number identifies each task or skill. This task number, along with the task title, must be included in any correspondence pertaining to the task.

(2) *Task Title*. The task title identifies the action to be performed.

(3) *Conditions*. The task condition identifies all the equipment, tools, references, job aids, and supporting personnel that the Soldier needs to use to perform the task. This section identifies any environmental conditions that can alter task performance, such as visibility, temperature, or wind. This section also identifies any specific cues or events that trigger task performance, such as a chemical attack or identification of a threat vehicle.

(4) *Standards*. The task standards describe how well and to what level the task must be performed. Standards are typically described in terms of accuracy, completeness, and speed.

(5) *Training and Evaluation*. The training and evaluation section identifies specific actions (known as performance measures) that the Soldier must do to successfully complete the task. These actions are in the evaluation guide section of the task summary and are listed in a GO/NO-GO format for easy evaluation. For some tasks, the training and evaluation section may also include detailed training information in a training information outline and an evaluation preparation section. The evaluation preparation section indicates necessary modifications to task performance in order to train and evaluate a task that cannot be trained to the conditions. It may also include special training and evaluation preparation instructions to accommodate these modifications and any instructions that should be given to the Soldier before evaluation.

(6) *References*. This section contains two lists of references that support training of all tasks in this SM. “Required” references are listed in the conditions statement and are required for the Soldier to do the task. “Related” references are materials that help a trainer prepare for the task, but are not required to perform the task.

(7) *Warnings*. Warnings alert users to the possibility of immediate personal injury or damage to equipment.

(8) *Notes*. Notes provide a supportive explanation or hint that relates to the performance standards.

1-3. Soldier’s Responsibilities.

a. Each Soldier is responsible for performing individual tasks that the first-line supervisor identifies based on the unit’s mission-essential task list (METL). The Soldier must perform each task to the standards listed in the SM.

b. If a Soldier has a question about how to do a task or which tasks he must perform, he must ask the first-line supervisor for clarification. The first-line supervisor either knows how to perform each task or can direct the Soldier to the appropriate training materials.

1-4. Training Support.

This manual includes the following appendices and information:

a. *Specific Job Summaries and Resources*. Appendix A contains a list of select jobs and assignments by skill level that is typical in the professional development of the MOS 37F.

b. *PSYOP Reading List*. Appendix B contains a list of pertinent books related to the field of Psychological Operations.

c. *Glossary*. The glossary, which follows the last appendix, is a single comprehensive list of acronyms, abbreviations, definitions, and letter symbols.

d. *References*. This section identifies references that provide more detailed and thorough explanations of task performance requirements than those given in the task summary description.

Chapter 2

Trainer's Guide

2-1. General. The 37F MOS training plan identifies the essential components of a unit training plan for individual training. Units have different training needs and requirements based on differences in environment, location, equipment, dispersion, and similar factors. Therefore, the training plan should be used as a guide for conducting unit training and not a rigid standard. The training plan is designed to assist the commander in preparing a unit training plan which satisfies integration, cross training, training up, and sustainment training requirements for Soldiers in this MOS.

The training plan shows the relationship by general subject areas, the critical tasks to be trained in an MOS, and the type of training required:

- **Subject Area Column.** This column lists the subject area number and title.
- **Task Number Column.** This column lists the task numbers for all tasks included in the subject area.
- **Title Column.** This column lists the task title for each task in the subject area.
- **Training Location Column.** This column identifies the training location where the task is first trained to STP standards. If the task is first trained to standard in the unit, the word "Unit" will be in this column. If the task is first trained to standard in the training base, it will identify, by brevity code (ANCOC, BNCOC, and so on), the resident course where the task was taught. Figure 2-1 contains a list of training locations and their corresponding brevity codes.

| | |
|--------------|------------------------------|
| UNIT | Trained in the Unit |
| AIT | Advanced Individual Training |
| BNCOC | Basic NCO Course |
| ANCOC | Advanced NCO Course |

Figure 2-1. Training hierarchy

- **Training Skill Level Column.** This column lists the tasks by phase of the PSYOP process. They are broken down for each phase by skill level.

2-2. Subject Area Codes.

- Subject Area 1: Planning
- Subject Area 2: Target Audience Analysis
- Subject Area 3: Series Development
- Subject Area 4: Product Development and Design
- Subject Area 5: Approval
- Subject Area 6: Production, Distribution, and Dissemination
- Subject Area 7: Evaluation
- Subject Area 8: Supporting Critical Tasks

2-3. Critical Tasks List.

MOS TRAINING PLAN

37F

CRITICAL TASKS

| Task Number | Title | Training Location | Skill Level |
|--|---|--------------------------|--------------------|
| <i>Subject Area 1: Phase I: Planning</i> | | | |
| 331-305-0238 | Integrate PSYOP Into the Supported Unit's MDMP | BNCOC | 03 |
| 331-305-0233 | Conduct IPB as a PSYOP Planner | BNCOC | 03 |
| 331-305-0232 | Integrate PSYOP Into Preparation of the Environment | ANCOC | 04 |
| 331-305-0338 | Prepare a PSYOP Estimate | BNCOC | 03 |
| 331-305-0239 | Develop PSYOP Objectives | ANCOC | 04 |
| 331-305-0241 | Develop Supporting PSYOP Objectives | AIT | 02 |
| 331-305-0220 | Develop Initial PSYOP Assessment Criteria | AIT | 02 |
| 331-305-0228 | Integrate PSYOP Into the Targeting Process | BNCOC | 03 |
| 331-37A-0344 | Plan PSYOP Actions | UNIT | 03 |
| 331-305-0229 | Develop PSYOP Targeting Objectives | BNCOC | 03 |
| 331-37A-0340 | Prepare Appendix 2 (PSYOP) to Annex P (IO) to an OPORD | BNCOC | 03 |
| 331-37A-0339 | Prepare Tab D (PSYOP) to Appendix 3 (IO) to Annex C (Operations) of an OPLAN/OPORD | ANCOC | 04 |
| 331-305-0231 | Coordinate PSYOP Support With Key Personnel From Supported Components, Organizations, and/or Agencies | UNIT | 04 |
| 331-305-0230 | Coordinate With Agencies Available to Support the PSYOP Plan | BNCOC | 03 |
| 331-305-0223 | Develop a Statement of Requirements | UNIT | 03 |
| 331-305-0224 | Submit a Request for a Performance-Based Contract | UNIT | 03 |
| 331-305-0219 | Conduct an Information Brief on PSYOP Capabilities | UNIT | 01 |
| 331-305-0210 | Conduct a Military Briefing | AIT | 01 |
| <i>Subject Area 2: Phase II: Target Audience Analysis</i> | | | |
| 331-305-0222 | Refine Potential Target Audiences | BNCOC | 02 |
| 331-305-0211 | Analyze a Target Audience | AIT | 01 |
| 331-305-0206 | Determine the Accessibility of a Target Audience | AIT | 01 |
| 331-305-0205 | Develop PSYOP Arguments | AIT | 01 |
| 331-305-0221 | Refine Initial PSYOP Assessment Criteria | BNCOC | 02 |
| 331-305-0234 | Supervise Target Audience Analysis | UNIT | 04 |

| Task Number | Title | Training Location | Skill Level |
|--|---|-------------------|-------------|
| Subject Area 3: Phase III: Series Development | | | |
| 331-305-0226 | Develop a Series Concept Work Sheet | BNCOC | 03 |
| 331-305-0235 | Complete a Series Dissemination Work Sheet | BNCOC | 03 |
| 331-305-0236 | Complete a Series Execution Matrix | BNCOC | 03 |
| 331-305-0237 | Develop a PSYOP Transmission Matrix | BNCOC | 03 |
| Subject Area 4: Phase IV: Product Development and Design | | | |
| 331-305-0200 | Develop a PSYOP Product Concept | AIT | 01 |
| 331-305-0201 | Supervise the Design of a Visual PSYOP Product Prototype | AIT | 01 |
| 331-305-0202 | Create an Audio PSYOP Product Prototype | AIT | 01 |
| 331-305-0203 | Design an Audiovisual PSYOP Product Storyboard | AIT | 01 |
| 331-305-0216 | Prepare a Pretest/Posttest Questionnaire | AIT | 01 |
| 331-305-0214 | Pretest a PSYOP Product | AIT | 01 |
| 331-305-0215 | Posttest a PSYOP Series | AIT | 01 |
| 331-37A-0476 | Supervise the Development and Design of Products and Actions for a PSYOP Series | UNIT | 04 |
| Subject Area 5: Phase V: Approval | | | |
| 331-37A-0477 | Submit a PSYOP Series for Approval | ANCOC | 04 |
| Subject Area 6: Phase VI: Production, Distribution, and Dissemination | | | |
| 331-305-0212 | Disseminate an Audio Product Using a Loudspeaker System | AIT | 01 |
| 331-305-0204 | Employ an Interpreter | UNIT | 01 |
| 331-305-0225 | Plan a Face-to-Face Communication Mission | BNCOC | 03 |
| 331-305-0227 | Plan an Aerial Dissemination Mission | BNCOC | 03 |
| Subject Area 7: Phase VII: Evaluation | | | |
| 331-305-0213 | Report PSYOP-Relevant Information | UNIT | 01 |
| 331-305-0217 | Conduct a PSYOP-Relevant Interview | UNIT | 01 |
| 331-305-0240 | Monitor Target Audience Behavior on a PSYOP Assessment Matrix | AIT | 01 |
| 331-37A-0490 | Evaluate the Effectiveness of a PSYOP Series | ANCOC | 04 |
| Subject Area 8: Supporting Critical Tasks | | | |
| 331-305-0207 | Analyze Propaganda Using the SCAME Approach | AIT | 01 |
| 331-305-0208 | Report Propaganda Using the Spot Report Format | AIT | 01 |
| 331-305-0209 | Assess Propaganda Effects Using the MARCO Format | AIT | 01 |

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Chapter 3

MOS/Skill Level Tasks

Subject Area 1 Phase I: Planning

Integrate PSYOP Into the Supported Unit's Military Decision Making Process

331-305-0238

Conditions: Given the requirement to plan PSYOP in support of a maneuver unit and given the Joint Chiefs of Staff deployment order (DEPORD) with approved PSYOP program, the higher headquarters (HQ) order, access to classified and unclassified digital information systems, and area studies.

Standards: Produce the PSYOP tab/appendix to the supported unit's order in the five-paragraph format.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ol style="list-style-type: none">1. Conduct Step 1 of the military decision making process (MDMP): Receipt of Mission.<ol style="list-style-type: none">a. Receive commander's initial guidance (if available).b. Receive commander's intent.c. Receive commander's critical information requirements (CCIRs).2. Conduct Step 2 of the MDMP: Mission Analysis.<ol style="list-style-type: none">a. Analyze the higher HQ order.<ol style="list-style-type: none">(1) Read the entire higher HQ order, to include all tabs and appendixes.(2) Begin writing the PSYOP estimate.(3) Analyze the commander's intent and the concept of operation for the unit and PSYOP.b. Provide PSYOP support to intelligence preparation of the battlefield (IPB).<ol style="list-style-type: none">(1) Define the battlefield environment by determining significant characteristics of the physical, informational, and cognitive dimensions of the information environment.<ol style="list-style-type: none">(a) Establish the limits of the area of interest.(b) Determine the political aspects.<ol style="list-style-type: none">1. Leadership.2. Organizations.3. Political system.4. Legal system.5. Political climate.(c) Determine the military/security aspects.<ol style="list-style-type: none">1. Leadership.2. Organizations.(d) Determine the economic aspects.<ol style="list-style-type: none">1. Production.2. Distribution. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>3. Consumption.</p> <p>(e) Determine the social aspects.</p> <ul style="list-style-type: none"> 1. Groups, subgroups, social system, and society. 2. Demographics and education. 3. Attitudes, behavior, values, and beliefs. 4. History and religion. 5. Language, ethnicity, and culture. <p>(f) Determine the information aspects.</p> <ul style="list-style-type: none"> 1. Global information systems (international memberships and information technology sources). 2. National information subsystems (mass communication media—amplitude modulation [AM], frequency modulation [FM], short wave [SW], and satellite radio; television; print; and Internet—and audiences). 3. Defense information subsystems (military command, control, and communication). <p>(g) Determine the infrastructure and technology aspects.</p> <ul style="list-style-type: none"> 1. Utilities. 2. Transportation. 3. Industry. 4. Public facilities. <p>(h) Determine the environmental/physical aspects.</p> <ul style="list-style-type: none"> 1. Geography. 2. Weather. <p>(i) Submit requests for information to the J/G/S-2.</p> <p>(2) Describe the battlefield effects.</p> <ul style="list-style-type: none"> (a) Describe the weather effects that will influence PSYOP and adversarial propaganda. (b) Discuss the limitations that infrastructure places on PSYOP and adversarial propaganda. (c) Develop the PSYOP characteristics overlay. <p>(3) Evaluate the threat.</p> <ul style="list-style-type: none"> (a) Conduct propaganda analysis. <ul style="list-style-type: none"> 1. Review previous source, content, audience, media, and effect (SCAME)/message, audience, reaction/response, carrier, and origin (MARCO) analysis. 2. Conduct SCAME analysis on current propaganda. (b) Conduct counterpropaganda planning. (c) Determine the vulnerabilities, arguments, susceptibilities, accessibilities, and effectiveness of each threat. (d) Conduct center of gravity (COG) analysis to evaluate the threat. <p>(4) Determine the threat courses of action.</p> <ul style="list-style-type: none"> (a) Assist the J/G/S-2 in determining current enemy situation. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>1. Determine likely threat propaganda concepts and objectives.</p> <p>2. Determine the location of primary threat propaganda assets.</p> <p>3. Determine when threat will likely employ propaganda assets.</p> <p>(b) Develop a propaganda situation template depicting the following:</p> <ul style="list-style-type: none"> 1. Where the threat will employ propaganda means. 2. Why the threat will employ its propaganda. 3. When the threat will employ its propaganda. <p>c. Determine specified (specifically assigned), implied (not stated but must be accomplished), and essential (must be executed to accomplish the mission) tasks.</p> <ul style="list-style-type: none"> (1) Derive specified tasks from the higher HQ order. (2) Analyze specified tasks to derive implied tasks. <p>d. Review or select Psychological Operations objectives (POs) from approved PSYOP program/DEPORD/executive order.</p> <p>e. Identify potential TAs from approved DEPORD/PSYOP program that can achieve the supporting Psychological Operations objectives (SPOs).</p> <p>f. Begin development of SPOs.</p> <p>g. Review available assets (for example, PSYOP unit, supported unit, other PSYOP assets, and host nation assets) and compare assets to mission requirements. Submit requests for additional PSYOP forces as needed (for example, combat mission needs statement or statement of requirements). Information from this step is applied to section c (Friendly Forces) of the PSYOP estimate.</p> <p>h. Determine PSYOP constraints (for example, resources required to do something and prohibited actions such as themes to avoid), imposed by both supported unit and higher PSYOP unit.</p> <p>i. Identify critical facts and assumptions: target audiences, PSYOP force vulnerabilities, PSYOP force capabilities, and other PSYOP-specific information.</p> <p>j. Conduct risk assessment.</p> <ul style="list-style-type: none"> (1) Identify risks associated with the environment and military operations. (2) Identify inherent risks associated with the mission type (PSYOP actions and arguments). <p>k. Determine information requirements (IRs) and initial priority intelligence requirements (PIRs) for PSYOP and provide input to the unit's friendly forces IRs and CCIRs.</p> <ul style="list-style-type: none"> (1) Identify intelligence gaps important to PSYOP mission accomplishment and develop IRs to address these shortcomings. (2) Identify friendly force assessment (for example, operation summaries, spot reports, and subordinate assessments), threat force assessment (for example, intelligence summaries, tactical human intelligence team reports, and J/G/S-2 assessments), and third-party assessment (for example, polling, Civil Affairs assessments, tactical PSYOP team reports, and subordinate assessments) to support PSYOP assessment. <p>l. Provide PSYOP input into the unit's initial reconnaissance annex based on previously identified IRs, which include PSYOP initial assessment criteria developed concurrently with POs and SPOs.</p> | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ul style="list-style-type: none"> m. Plan use of available time. <ul style="list-style-type: none"> (1) Determine the predeployment timeline of the unit. (2) Determine long lead-time tasks such as Psychological Operations actions (PSYACTs) and product development and approval. Provide PSYOP input into the unit's timeline. n. Write the PSYOP restated mission. <ul style="list-style-type: none"> (1) Who, what, when, where, and why. (2) POs and SPOs. o. Conduct/take part in the mission analysis briefing in accordance with the supported unit standing operating procedure. Provide early mission analysis input to the J-3/G-7/S-7. p. Obtain supported commander's approval for the PSYOP mission. q. Assist in the development of the supported commander's initial intent. <ul style="list-style-type: none"> (1) Incorporate into the commander's initial intent what PSYOP must do (key tasks) to support the unit. (2) Provide input into the commander's intent in the base order. r. Receive the commander's guidance for PSYOP. <ul style="list-style-type: none"> (1) Issue the warning order to subordinate units. (2) Receive mission. (3) Review situation. (4) Review general instructions. (5) Review special instructions. (6) Review facts and assumptions for PSYOP. 3. Conduct Step 3 of MDMP: Course of Action (COA) Development. <ul style="list-style-type: none"> a. Analyze relative combat power. <ul style="list-style-type: none"> (1) Determine where and what PSYOP to conduct in order to achieve the mission objectives. (2) Determine where and what PSYOP to conduct in order to counter enemy propaganda actions. (3) Analyze psychological impact of proposed supported unit actions on multiple TAs in the area of operation. b. Generate options. Determine how to employ PSYOP to support the COA. c. Array initial forces. Determine PSYOP forces for each task, other units tasked with PSYACTs, and security for PSYOP units. d. Develop scheme of maneuver. Determine how arrayed forces will accomplish the command's intent for PSYOP. e. Task-organize PSYOP forces (assign HQ) to properly support the COA. f. Prepare COA statements and graphic sketches to articulate the commander's intent for PSYOP, mission, and end state. 4. Conduct Step 4 of the MDMP: COA Analysis. Information from this step of the MDMP is applied to section 3 (Analysis of COAs) of the PSYOP estimate. <ul style="list-style-type: none"> a. Synchronize PSYOP with the supported unit plan and war-game PSYOP concept of support against how the enemy will conduct propaganda operations. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ul style="list-style-type: none"> b. Gather the tools (IPB products, to include key target sets overlay, weather impact overlay, terrain impact overlay, and media infrastructure overlay). c. List all friendly forces. d. List assumptions. e. List known critical events and decision points. f. Determine evaluation criteria for COA comparison (for example, psychological impact and risk). g. Select war-game method. h. War-game the battle and assess results. <p>5. Conduct Step 5 of the MDMP: COA Comparison. Information from this step of the MDMP is applied to section 4 (Comparison of COAs) of the PSYOP estimate.</p> <ul style="list-style-type: none"> a. Analyze advantages and disadvantages of each COA from a PSYOP perspective. b. Construct a matrix to compare each COA based upon the evaluation criteria. c. Weigh each of the evaluation criteria by degree of importance to PSYOP. d. Determine which COA PSYOP can best support, achieves POs, poses the minimum risk to Soldiers and equipment, best positions the unit for future operations, and provides the best flexibility to meet unexpected events during execution. Information from this step of the MDMP is applied to section 5 (Recommendations and Conclusions) of the PSYOP estimate. <p>6. Conduct Step 6 of the MDMP: COA Approval.</p> <ul style="list-style-type: none"> a. Finalize PSYOP support, POs, SPOs, potential target audience list (PTAL), and PSYOP execution and synchronization matrixes. b. Receive any additional guidance from the commander. <p>Note: Upon completion of Step 6 of the MDMP, the PSYOP estimate is complete.</p> <p>7. Conduct Step 7 of the MDMP: Operations Order Production.</p> <ul style="list-style-type: none"> a. Refine PSYOP support to the COA. b. Produce PSYOP appendix/tab derived from COA. c. Obtain commander review and approval of PSYOP appendix/tab. d. Issue PSYOP appendix/tab as part of the unit operation order. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.30
FM 3-05.302
FM 5-0
JP 3-53

Conduct Intelligence Preparation of the Battlefield as a PSYOP Planner**331-305-0233**

Conditions: Given the requirement to plan PSYOP support during mission analysis phase 2, a supported unit's mission, the higher headquarters' operation plan, and an area study.

Standards: Integrate PSYOP-relevant information into the supported unit's mission analysis in accordance with the four-step intelligence preparation of the battlefield (IPB) process.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Define the battlefield environment by determining significant characteristics of the physical, informational, and cognitive dimensions of the information environment. <ol style="list-style-type: none"> a. Establish the limits of the area of interest. b. Determine the political aspects. <ol style="list-style-type: none"> (1) Leadership. (2) Organizations. (3) Political system. (4) Legal system. (5) Political climate. c. Determine the military/security aspects. <ol style="list-style-type: none"> (1) Leadership. (2) Organizations. d. Determine the economic aspects. <ol style="list-style-type: none"> (1) Production. (2) Distribution. (3) Consumption. e. Determine the social aspects. <ol style="list-style-type: none"> (1) Groups, subgroups, social system, and society. (2) Demographics and education. (3) Attitudes, behavior, values, and beliefs. (4) History and religion. (5) Language, ethnicity, and culture. f. Determine the information aspects. <ol style="list-style-type: none"> (1) Global information systems (international memberships and information technology sources). (2) National information subsystems (mass communication media—amplitude modulation [AM], frequency modulation [FM], short wave [SW], and satellite radio; television; print; and Internet—and audiences). (3) Defense information subsystems (military command, control, and communication). g. Determine the infrastructure and technology aspects. <ol style="list-style-type: none"> (1) Utilities. (2) Transportation. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ul style="list-style-type: none"> (3) Industry. (4) Public facilities. h. Determine the environmental/physical aspects. <ul style="list-style-type: none"> (1) Geography. (2) Weather. i. Submit requests for information to the J/G/S-2. 2. Describe the battlefield effects. <ul style="list-style-type: none"> a. Describe the weather effects that will influence PSYOP and adversarial propaganda. b. Discuss the limitations that infrastructure places on PSYOP and adversarial propaganda. c. Develop PSYOP characteristics overlay. 3. Evaluate the threat. <ul style="list-style-type: none"> a. Conduct propaganda analysis. <ul style="list-style-type: none"> (1) Review previous source, content, audience, media, and effect (SCAME) and message, audience, reaction/response, carrier, and origin (MARCO) analysis. (2) Conduct SCAME analysis on current propaganda. b. Conduct counterpropaganda planning. c. Determine the vulnerabilities, arguments, susceptibilities, accessibilities, and effectiveness of each threat. d. Conduct center of gravity (COG) analysis to evaluate the threat. 4. Determine the threat courses of action. <ul style="list-style-type: none"> a. Assist the J/G/S-2 in determining current enemy situation. <ul style="list-style-type: none"> (1) Determine the location of primary threat propaganda assets. (2) Determine when threat will likely employ propaganda assets. b. Develop a propaganda situation template that depicts the following: <ul style="list-style-type: none"> (1) Where the threat will employ propaganda means. (2) Why the threat will employ its propaganda. (3) When the threat will employ its propaganda. | | |

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Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 2-0
FM 34-130
FM 3-05.120
FM 3-05.30
JP 2-01.3

Integrate PSYOP Into Preparation of the Environment**331-305-0232**

Conditions: Given the requirement to perform duties while assigned to a theater special operations commander's or theater commander's staff, theater engagement objectives and priorities, and access to classified and unclassified digital information systems.

Standards: Develop and assign preparation of the environment (PE) tasks to PSYOP units scheduled to conduct military operations, training or exercises in-theater. Coordinate for PSYOP support to planned military operations, training, or exercises in order to enable PE activities by PSYOP units.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ol style="list-style-type: none">1. Review theater and theater special operations engagement objectives and priorities.2. Identify which objectives can be supported by PSYOP forces.3. Develop specific tasks for PSYOP forces to conduct.4. Identify existing planned activities in-theater to be executed by PSYOP forces.5. Determine which tasks can be conducted during planned activities.6. Obtain approval for task execution during existing planned activities.7. Submit tasks to tasking authority for assignment to PSYOP forces.8. Develop supporting activity plans for tasks that have not been assigned.9. Obtain approval for plans and tasks to be executed during the activity.10. Submit requirement to tasking authority for assignment to PSYOP forces. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References**Required**
TC 33-02**Related**
FM 3-05.30
FM 3-05.302

Prepare a PSYOP Estimate**331-305-0338**

Conditions: Given the requirement to conduct the military decision making process with the supported maneuver unit, the higher headquarters (HQ) orders, access to classified and unclassified digital information systems, and area studies.

Standards: Prepare a PSYOP estimate, address all specified/implied tasks, and submit recommendations and conclusions to the appropriate unit staff, agency, or organization.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ol style="list-style-type: none"> 1. List the references: maps, charts, and other relevant documents (military capability study, special PSYOP studies, special PSYOP assessments, and intelligence estimates). 2. Write the mission paragraph. <ol style="list-style-type: none"> a. List the supported unit's restated mission resulting from the mission analysis. b. Write the PSYOP mission statement (who, what, where, when, and why). 3. Write the situation and consideration paragraph (obtain from intelligence preparation of the battlefield [IPB]). <ol style="list-style-type: none"> a. List the characteristics of the area of operations. <ol style="list-style-type: none"> (1) Describe how the weather will affect the dissemination of PSYOP products and access to the target audiences. (2) Describe how the terrain affects the dissemination of PSYOP products and movement of tactical PSYOP elements. (3) Analyze media infrastructure. <ol style="list-style-type: none"> (a) Describe the location (by grid coordinate) and broadcast range (radius, diameter, direction, and distance) of radio and television (TV) facilities, retransmission towers, print facilities, and distribution and dissemination nodes. (b) Identify denied areas (not accessible by particular medium). b. Identify the key target sets. <ol style="list-style-type: none"> (1) For each hostile target set, identify strength, disposition, composition, capability (ability to conduct propaganda and ability to help or hinder the PSYOP effort), and probable courses of action (COAs) as they relate to PSYOP. (2) For each friendly target set, identify strength, disposition, composition, capability (ability to conduct propaganda and ability to help or hinder the PSYOP effort), and probable COAs as they relate to PSYOP. (3) For each neutral target set, identify strength, disposition, composition, capability (ability to conduct propaganda and ability to help or hinder the PSYOP effort), and probable COAs as they relate to PSYOP. c. Identify the friendly forces. <ol style="list-style-type: none"> (1) State the supported unit's COAs under consideration and the PSYOP-specific requirements needed to support each COA. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>(2) State availability of organic personnel and resources needed to support each COA under consideration. (Consider PSYOP-specific personnel, low-density military occupational specialties, and availability of PSYOP-specific equipment.)</p> <p>(3) State availability of nonorganic resources needed to support each COA. (Consider linguistic support, COMMANDO SOLO, leaflet-dropping aircraft, other PSYOP forces, and host nation radio/TV/print/capabilities/personnel.)</p> <p>(4) Compare PSYOP requirements for each COA with current PSYOP capabilities. (List the recommended solutions for any shortfall in capabilities.)</p> <p>d. State assumptions about the PSYOP situation regardless of the COA. (For example, Assumption: Enemy propaganda broadcast facilities will be destroyed by friendly forces not later than D+2.)</p> <p>4. Conduct the COA analysis.</p> <ul style="list-style-type: none"> a. List evaluation criteria determined by staff for COA supportability to be used in COA analysis and comparison. b. Analyze each COA from the PSYOP point of view to determine its advantages and disadvantages for conducting supporting PSYOP activities. <p>Note: Throughout the analysis, the PSYOP officer/noncommissioned officer must keep PSYOP considerations foremost in mind. The analysis is not intended to produce a decision but to ensure that all applicable PSYOP factors have been considered and that they form the basis for Steps 5 and 6.</p> <p>5. Compare the COAs.</p> <ul style="list-style-type: none"> a. Compare the proposed COAs to determine the one that offers the best chance of success from the PSYOP point of view. (List the advantages and disadvantages of each COA affecting PSYOP, as a decision matrix visually supports a comparison.) b. Compare methods of overcoming disadvantages, if any, in each COA. c. State a general conclusion on the COA that offers the best chance of success for PSYOP. <p>6. Finalize the PSYOP estimate.</p> <p>7. Submit the recommendations and conclusions to the appropriate unit staff, agency, or organization.</p> <ul style="list-style-type: none"> a. Recommend COA based on comparison (most supportable from the PSYOP perspective). b. Rank COAs from best to worst. c. List issues, deficiencies, and risks for each COA, with recommendations to reduce their impact. | | |

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PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

| Required | Related |
|-----------------|----------------|
| FM 3-05.301 | FM 3-05 |
| | FM 5-0 |
| | JP 3-0 |
| | JP 5-0 |

Develop PSYOP Objectives**331-305-0239**

Conditions: Given national policy/objectives, the Joint Chiefs of Staff deployment order, higher headquarters' operation plan (OPLAN), updated staff estimates, supported commander's guidance, supported unit mission and objectives, PSYOP-relevant information, and the military decision making process (MDMP).

Standards: Develop Psychological Operations objectives (POs) during MDMP written in the active voice, following a verb-object format reflecting the desired behavior change, and staff for approval.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none">1. Determine the supporting unit's implied, specified, and essential tasks during Step 2, Mission Analysis, to develop POs.<ol style="list-style-type: none">a. Review and analyze national policies/objectives.b. Review supporting campaign plans and OPLANS/operation orders (OPORDs)/PSYOP annexes, appendixes, or tabs.c. Analyze the mission by phase.2. Write the POs, stating the desired behavior change that supports the accomplishment of the supported commander's mission.<ol style="list-style-type: none">a. Ensure the use of active voice in writing.b. Ensure that a verb is used to begin the PO.c. Ensure that the verb-object combination indicates the direction of the behavior change (for example, increase, decrease, reduce).3. Staff the POs for approval to appropriate-level headquarters or agency. | | |

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References

Required
FM 3-05.301

Related
FM 3-05.302

Develop Supporting PSYOP Objectives**331-305-0241**

Conditions: Given the requirement to develop supporting Psychological Operations objectives (SPOs), higher headquarters' operation plan (OPLAN), updated staff estimates, supported commander's guidance, supported unit's mission and objectives, PSYOP-relevant information (having integrated with the staff and begun the military decision making process [MDMP]), and Psychological Operations objectives (POs).

Standards: Develop SPOs including potential target audiences (PTAs) during MDMP for inclusion in the tab or appendix for an OPLAN, commander's estimate, supporting plans, or operations order.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Select a PO. 2. Determine the specific behavioral responses needed to achieve the POs in support of the approved courses of action. 3. Write the SPOs. <ol style="list-style-type: none"> a. Ensure that SPOs are written in active voice. b. Ensure that a noun (target audience [TA]) starts the sentence (subject [TA]-verb-object). c. Ensure that the verb-object combination indicates a direction of the behavior change sought. d. Ensure that the behavior is a specific, measurable, and observable action. <ol style="list-style-type: none"> (1) Can the number of times the behavior occurs be counted? (2) Can someone observe the behavior being performed? e. Ensure that the verb is not written in the absolute. Note: An absolute is a verb that cannot be measured because it is a lack of a behavior insinuating an end state; for example, refrains, ceases, stops, and so on. f. Develop at least two SPOs for each PO. 4. Identify the primary actors (TAs engaging in [or likely to engage in] the targeted behavior). 5. Identify the secondary actors (TAs who directly or indirectly influence the behavior of the primary actors.) 6. Identify the subcategories among the primary and secondary actors. <ol style="list-style-type: none"> a. Organizations (military units; political, religious, social, or advocacy groups; charities; professional associations). b. Demographic sets (geographic area, gender, age, ethnicity, and tribe). c. Leaders. d. Key communicators. 7. Staff the SPOs and PTAs for approval to the appropriate level headquarters of the supported unit. 8. Submit the SPOs and PTAs to the highest operational PSYOP element for deconfliction and incorporation into the overall PSYOP plan. 9. Submit the approved SPOs for inclusion in the PSYOP tab or appendix to the supported unit's plan. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

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References

| Required | Related |
|-------------|---------|
| FM 3-05.301 | FM 5-0 |

Develop Initial PSYOP Assessment Criteria**331-305-0220**

Conditions: Given the requirement to develop initial criteria to assess behavior change in a target audience, a supporting Psychological Operations objective (SPO), and a list of potential target audiences (PTAs).

Note: This is done during initial planning/military decision making process/mission analysis phase 2 (Steps 7 and 8).

Standards: Develop a PSYOP assessment criteria question to measure behavior change in a PTA based upon a specific SPO and PTA. Submit to the supported unit G/S-2, the Psychological Operations task force (POTF), or higher PSYOP element for recommendation of inclusion in the intelligence, surveillance, and reconnaissance (ISR) plan as a PSYOP information requirement (IR).

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ol style="list-style-type: none"> 1. Identify the specific behavior to be measured from the SPO. 2. Define the specific behavior. 3. Ensure the specific behavior is measurable and observable. <ol style="list-style-type: none"> a. Can the number of times the behavior occurs be counted? b. Can someone observe an individual or group performing this behavior? Note: If the answer is “NO” to either question, then the behavior is too vague and needs to be further quantified. The behavior must be specific, measurable, and observable in order to be effectively targeted by PSYOP. 4. Characterize the behavior for each PTA. 5. Quantify the specific behavior by writing it in the form of a question for each PTA. 6. Record the initial assessment criteria questions. 7. Compile the PSYOP assessment criteria categorized under the appropriate PSYOP objectives and link to supported unit commander’s mission objectives. 8. Submit the compiled information to the supported unit G/S-2, the POTF, or higher PSYOP element for recommendation for inclusion in the ISR as a PSYOP IR. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

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References

Required
FM 3-05.301

Related
FM 3-05.302

Integrate PSYOP Into the Targeting Process**331-305-0228**

Conditions: Given the requirement to perform targeting duties in a joint task force, task force, or task force component at echelons above corps or as part of a tactical PSYOP detachment or tactical PSYOP team at brigade or below.

Standards: Participate in target value analysis and war gaming, and provide input on the psychological ramifications of friendly actions in terms of their potential effect on wanted or unwanted actions. Assess the potential psychological effect of prosecuting nominated targets on specific target audiences (TAs) using established criteria or methodology. Provide advice and input on probable civilian courses of action (COAs). Participate in the target nomination process by ensuring that targets selected during the military decision making process (MDMP) that were deemed susceptible to PSYOP are further refined as part of the ongoing target audience analysis (TAA) process and are nominated or selected during the target nomination process. Coordinate available PSYOP assets to engage targets and coordinate delivery systems to place PSYOP products in the target area.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Provide input on psychological effect(s) of friendly actions on wanted and unwanted actions. <ol style="list-style-type: none"> a. Use established criteria or methodology to conduct analysis. b. Analyze effects of friendly actions against religious or cultural icons or monuments, destroying specific units or personnel, and targeting infrastructure resources like water, electricity, or media. 2. Determine probable civilian COAs in response to friendly actions. <ol style="list-style-type: none"> a. Participate in red-teaming (developing threat COAs) during MDMP and the targeting process. b. Review appropriate TAA and research materials (TAA work sheets, special PSYOP studies, and special PSYOP assessments). 3. Determine which threat vulnerabilities must be attacked and which friendly capabilities must be protected in order to achieve desired psychological effects. 4. Participate in target nomination process. <ol style="list-style-type: none"> a. Coordinate with PSYOP element to ensure that the potential target audience list (developed in MDMP) was refined. b. Nominate targets based upon approved series. c. Coordinate available PSYOP assets to engage targets and coordinate delivery systems to place PSYOP products in target area. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure

that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required

TC 33-02

Related

FM 3-05.301

FM 3-05.302

Plan PSYOP Actions**331-37A-0344**

Conditions: Given a supporting PSYOP plan, completed target audience analysis work sheets (TAAWs), series concept work sheet (SCW), series dissemination work sheet (SDW), series execution matrix (SEM), and the supported unit's operation order.

Standards: Produce a Psychological Operations action (PSYACT) concept on the product/action work sheet (PAW) and submit for approval.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|-----------|--------------|
| <ol style="list-style-type: none"> 1. Recommend a PSYACT. 2. Enter target audience (TA), PSYOP objectives, supporting PSYOP objectives, product number, media type, arguments/symbols, related products, and suspense date on the PAW from SCW and SDW. 3. Enter the PSYACT concept on the PAW and write a detailed description of the PSYACT, to include— <ol style="list-style-type: none"> a. Type and size of unit. b. Type of action (for example, medical civil action project, show of force, or direct action). c. Location. d. Execution timeframe. e. Effect (the desired behavior). f. Duration of effect. g. Intent of action (commander's intent for the operation). h. How PSYACT relates to the arguments and has a synergistic effect when executed with the rest of the series to elicit the desired effect. 4. List the aspects of execution that have psychological effects on the TA that are detractors or enablers (for example, dos and don'ts of the operation, security posture, and wearing of camouflage). 5. List the potential unintended consequences of PSYACT. 6. Enter any related product/action concepts from the series. 7. Submit the PAW along with the SCW, SEM, and SDW for review and approval. <p>Note: If the PSYACT is disapproved, adjust series accordingly.</p> | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.302

Develop PSYOP Targeting Objectives**331-305-0229**

Conditions: Given the requirement to integrate with a supported unit's targeting element, series execution matrix, series dissemination work sheet, supported unit's operation order with all annexes, access to a SECRET Internet Protocol Router Network (SIPRNET), and having conducted staff integration, the military decision making process, and Phases I through III of the PSYOP process.

Standards: Write a Psychological Operations targeting objective (PTO) to enable series execution by articulating the what, where, when, and why (desired effect), and to establish the need for a component or supporting element to execute the mission.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ol style="list-style-type: none">1. Determine the psychological, tactical, synergistic, or synchronization reason to conduct the operation.2. Determine how achieving the PTO helps prosecute the campaign.3. Establish the need for a component to execute the mission by determining which key words will support the component's planning, coordination, and execution of the mission.4. Choose verbs that have clear, concise doctrinal meanings.5. Write the PTO, ensuring the following are articulated:<ol style="list-style-type: none">a. What?b. Where?c. When?d. Why?6. Submit the PTO for review. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SIPRNET access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
TC 33-02

Related
FM 3-05.301
FM 3-05.302

**Prepare Appendix 2 (Psychological Operations) to Annex P (Information Operations)
to an Operation Order**

331-37A-0340

Conditions: Given the requirement to support the development of a plan or order; having conducted deliberate or crisis action planning; and given the supported commander's operation plan (OPLAN)/operation order (OPORD), the PSYOP estimate, current intelligence, the OPORD format, and access to classified and unclassified digital information systems and area studies.

Standards: Write the PSYOP appendix to the supported unit's OPORD, supporting the unit's mission in accordance with the commander's guidance within the time constraints of the planning directive.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Write the situation paragraph to include— <ol style="list-style-type: none"> a. Enemy. <ol style="list-style-type: none"> (1) State enemy resources and elements, both combatant and noncombatant, available to conduct propaganda; state past enemy propaganda efforts (who was targeted, using what means, and their effectiveness). (2) Identify enemy decision makers/key communicators. (3) Identify the characteristics of enemy decision makers, their key advisors, and staff (particularly intelligence analysts). (4) Identify the enemy elements that affect counterpropaganda activities. b. Friendly. <ol style="list-style-type: none"> (1) Identify ongoing PSYOP programs (if any). (2) Identify competing PSYOP goals in the area of operations (AO). (3) Identify PSYOP tasks to be accomplished. (4) Identify organizations that are not subordinate to this command and the PSYOP actions or counterpropaganda tasks assigned to each. c. Environment. <ol style="list-style-type: none"> (1) Identify weather conditions that would hinder dissemination. (2) List terrain features that could affect dissemination of the product. (3) Identify all detrimental civil considerations. d. Attachments and detachments. <ol style="list-style-type: none"> (1) List assets attached or detached. (2) List resources available from higher headquarters (HQ). 2. Write the mission paragraph. State the PSYOP concept of support (who, what, where when, and why). 3. Write the execution paragraph. <ol style="list-style-type: none"> a. Scheme of support. <ol style="list-style-type: none"> (1) State the PSYOP tasks. (2) State the counterpropaganda concept of support. (3) Identify the counterpropaganda activities occurring in each phase by element. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>(4) Describe activity sequences in each phase, keyed to phase initiation and supported operational events, and identify the time-phased guidance for accomplishing actions implementing counterpropaganda at the tactical level.</p> <p>b. Tasks to subordinate units.</p> <ul style="list-style-type: none"> (1) Ensure tasks clearly fix responsibilities and provide feedback on effectiveness of PSYOP activities. (2) Identify the command element responsible for coordinating counter-propaganda actions. (3) Identify the counterpropaganda tasks assigned to each subordinate unit (to include identification of vulnerabilities). <p>c. Coordinating instructions.</p> <ul style="list-style-type: none"> (1) Identify the neutral actions/behaviors that favor mission accomplishment. (2) Identify the activities and resources available to these favorable neutral intentions. (3) Identify the characteristics of decision makers and their key advisors, major staff planners, staff factions (to include particularly influential individuals), and intelligence system analysts. (4) Identify the groups that can influence plans, decisions, and operational effectiveness in task accomplishment. (5) Identify how susceptible these groups are to PSYOP. (6) Identify the apparent goals, motivations, and characteristics of each group. (7) Identify the leaders able to cause these groups to behave in various ways. (8) Identify the approved PSYOP objectives, themes to stress, and themes to avoid. (9) Identify the target audiences (TAs) in the AO, to include key communicators. (10) Identify relevant background information on TA perspectives, vulnerabilities, effectiveness, and susceptibility to friendly and enemy PSYOP. (11) Identify military activities and actions, conducted by subordinate units, that support or facilitate PSYOP efforts. (12) Provide operation security guidance on PSYOP sensitivity and employment. (13) State classification authority for PSYOP tasks. (14) Address mechanisms for coordinating PSYOP with attached PSYOP support elements and assigned PSYOP staff. (15) State procedures for coordinating fixed-wing, rotary-wing, unmanned aircraft system, and field artillery delivery of PSYOP products. (16) State PSYOP-specific current intelligence requirements (or refer to the intelligence annex). (17) State how intelligence, multidiscipline counterintelligence, security monitoring, and operational feedback will be provided. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>(18) Identify the coordination required with adjacent commands and civilian agencies.</p> <p>(19) Identify the detailed requirements for coordinating among elements involved in counterpropaganda.</p> <p>(20) Identify, if any, the special security or handling requirements for counterpropaganda.</p> <p>(21) State procedures for providing appropriate situational awareness updates to public affairs personnel.</p> <p>(22) Identify, if any, the operational reporting requirements necessary for effective monitoring of counterpropaganda tasks.</p> <p>2. Write the service support paragraph.</p> <ul style="list-style-type: none"> a. Identify the resources required to conduct (plan, prepare, execute, and assess) PSYOP actions. b. Identify the logistic requirements. Include preparation, distribution, and stocking of PSYOP materials; transport of PSYOP material and personnel to operational areas, and their basing and support while conducting PSYOP; provisions for the supply and maintenance of United States and host nation (HN) PSYOP material; and fiscal and personnel matters. c. Identify the provisions for control and maintenance of HN equipment and materials. d. Identify the fiscal matters relating to special funds. e. Identify the personnel matters relating to HN personnel. <p>3. Write the command and signal paragraph.</p> <ul style="list-style-type: none"> a. Command. <ul style="list-style-type: none"> (1) Identify how control will be affected and implementation centrally coordinated. (2) Explain command relationships between attached PSYOP forces, the Psychological Operations task force (POTF) elements operating in the AO, the unit, and the supporting POTF. (3) Identify the recognition and identification instructions. (4) Identify the HQ locations and movements. (5) Identify the location of the HQ element and planned movements. b. Signal. <ul style="list-style-type: none"> (1) State the PSYOP approval and dissemination authority that has been delegated or retained by higher HQ. (2) State the PSYOP approval authority the commander has delegated or specifically retained to subordinate commanders for the development of proposed PSYOP products, actions, and programs. (3) State the PSYOP dissemination authority the commander has delegated to subordinate commanders, or retained, for releasing and disseminating approved PSYOP products in their respective AOs. (4) Identify the information system that will be used to control, coordinate, and supervise execution of the approved operation. (5) Identify and define PSYOP-related acronyms and abbreviations. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

| Required | Related |
|-----------------|--------------------------------|
| FM 3-05.301 | FM 2-0 |
| FM 5-0 | FM 3-05.30 JP 2-0 JP 5-0 |

**Prepare Tab D (Psychological Operations) to Appendix 3 (Information Operations)
to Annex C (Operations) of an Operation Plan/Operation Order**

331-37A-0339

Conditions: Given the requirement to support the development of a joint plan or order; having conducted deliberate or crisis action planning; and given the supported commander's operation plan (OPLAN)/operation order (OPORD), the PSYOP estimate, current intelligence, the OPORD format, and access to classified and unclassified digital information systems and area studies.

Standards: Write the PSYOP tab to the supported unit OPORD; support the unit's mission in accordance with the commander's guidance within the time constraints of the planning directive.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>1. List the references: plans, estimates, special PSYOP studies, media production mobilization plans, combined military PSYOP committee agreements, peacetime PSYOP programs, relevant messages, orders, and other documents that have a significant bearing on the conduct of PSYOP.</p> <p>2. Write the situation paragraph to include—</p> <ul style="list-style-type: none"> a. Overview. Describe the general situation, competing goals, and the task to be accomplished (often the overview is a brief description of PSYOP support and employment with regard to the supported commander and his mission and tasks). b. United States (U.S.) (or U.S. and Allied) perspective (if applicable). Outline intentions (how the task will be accomplished), capabilities (resources to be used), and activities (current actions) and general phasing of future actions. <p>Note: Sometimes the information that is asked for here is written in paragraph 3 (Execution) of the Concept of Operations. Another heading often used for paragraph 3 is Friendly, which gives information on friendly forces that may directly affect the action of subordinate commanders.</p> <ul style="list-style-type: none"> c. Neutral perspective (if applicable). <ul style="list-style-type: none"> (1) Outline estimated neutral intentions under various circumstances, the resources available to neutrals, and their activities. State neutral actions and behavior that would favor mission accomplishment. (2) Explain how neutrality plays a part in the overall geographic combatant commander's (GCC's) or joint force commander's (JFC's) objectives and how opponents may try to exploit the issue of neutrality. d. Enemy perspectives. <ul style="list-style-type: none"> (1) Describe the environment and negative messages that the deployed GCC's or JFC's forces are likely to encounter upon entering the area of operations (AO). (2) Identify groups that can influence and interfere with plans, operations, and actions. (3) Identify opponent psychological vulnerabilities and susceptibilities to the GCC's or JFC's PSYOP. (4) Identify opponent propaganda strengths and weaknesses in all phases of the plan. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>(5) Describe apparent goals, motivations, and characteristics of various opponent groups and the leaders who can influence them to behave in ways unfavorable to the GCC's or JFC's objectives.</p> <p>(6) Describe the effects of adversary propaganda on local and regional audiences.</p> <p>(7) List expected opponent themes and objectives. Identify opponent centers of gravity for all levels of war.</p> <p>(8) Indicate the need for enemy prisoners of war/dislocated personnel to be interviewed for PSYOP-relevant information, and for that information to be analyzed to determine vulnerabilities for exploitation. Under enemy perspectives, the following subparagraphs are listed; use as applicable.</p> <p>(a) Decision maker and staff.</p> <ul style="list-style-type: none"> 1. Identify the decision makers that can direct development or allocation of resources of course of action (COA) execution pertinent to the task assigned. 2. Outline feasible, alternative actions that would favor or harm friendly operational effectiveness. 3. Describe the characteristics of enemy decision makers, their key advisors, and staff (particularly intelligence analysts). <p>(b) Intelligence systems.</p> <ul style="list-style-type: none"> 1. Identify intelligence systems that support decision makers and their staffs, and intelligence system capabilities pertinent to the situation. 2. Describe objective and subjective factors and the characteristics of collection planners and decision makers that affect development and selection for use of information-gathering resources. <p>(9) Target audiences (TAs). Although TAs are subparagraphped under enemy perspectives, it is allowable for TAs (themes and objectives included) to be listed separately as exhibits to the tab.</p> <p>(10) Command systems (if applicable).</p> <p>(a) Describe opponent communication systems and command centers used to plan COA, and control, coordinate, and supervise execution of the planned COA.</p> <p>(b) State targets for jamming or attacking. Indicate when to execute operations to demoralize and disorganize opposing commands, reduce opposing operational effectiveness, enhance the effectiveness of planned deceptions and PSYOP, and support operations security to maximum advantage. (Quite often the above is written for compartmented operations, and the appendixes that are written to support such operations are listed separately and not contained in the basic plan.)</p> <p>3. Write the mission paragraph. The PSYOP mission statement is written in conjunction with the GCC's or JFC's mission statement.</p> <p>4. Write the concept of operations.</p> | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>a. Overview. Outline the overall concept for employing PSYOP in support of task accomplishment by phase. If the GCC's campaign plan states a prehostilities phase, address strategic PSYOP actions in support of flexible deterrent options.</p> <ul style="list-style-type: none"> (1) For each phase of the plan, address the level of PSYOP support that is being provided, when and where it is arriving, and whom it is supporting. (2) Explain what tasks and PSYOP objectives are being carried out in support of components per phase and what equipment is being used and by whom. (3) Denote PSYOP locations and linkup of tactical forces with maneuver units. (4) Explain the general actions taken to facilitate product development and dissemination in conjunction with host nation assets and sister Service facilities. (5) Recommend which PSYOP programs will be initiated by phase. <p>b. Provide the following as general guidance to units and forces involved, by phase if applicable:</p> <ul style="list-style-type: none"> (1) Approve PSYOP themes and objectives to be promoted and themes to be avoided and discouraged. (2) Describe the cultural and psychological characteristics of the potential target audience to aid operational planners and personnel in selecting COAs and interacting with TA members. (3) Description of propaganda (including disinformation) directed at U.S. personnel and at foreign groups in the AO, and guidance for countering such operations. <p>c. Monitor the situation.</p> <ul style="list-style-type: none"> (1) Describe how intelligence, multidiscipline counterintelligence, security monitoring, and operational feedback will be provided. (2) State requirement for running situation estimates; periodic estimates of target appreciations responsive to critical information, actions, and attitudes and behavior; and current reporting of intelligence and multidiscipline counterintelligence information, security monitoring results, and implementing actions. (3) Identify resources required and their availability. <p>d. Control. List coordinating instructions pertaining to two or more elements of the task organization.</p> <ul style="list-style-type: none"> (1) Outline coordination with adjacent commands and civilian agencies, U.S. diplomatic missions, and the Bureau of International Information Programs. (2) Address information coordinating committees, coordination with information operations teams, and designated coordinating authority, if applicable. If coordinating with personnel centers and joint interrogation and debriefing centers performing interrogation, address coordination procedures with them. (3) Address direct liaison and coordination issues among components and subordinate and supporting commands. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>e. Tasks. Assign responsibilities to implement the concept. When multiple organizations are involved, designate an executive agent to coordinate implementation, if applicable.</p> <ul style="list-style-type: none"> (1) Ensure tasks clearly establish responsibilities and provide for feedback about effectiveness. Tasks to components in support of PSYOP often call for the coordination of component aircraft, surface vessels, and submarines to distribute materials and to conduct radio and television broadcasts. (2) Provide for shipboard printing and photo facilities to print products as required, and call for the integration of component air delivery systems into daily-integrated tasking orders to support PSYOP missions. <p>5. Write the administration and logistics paragraph. Provide a statement of the administrative and logistical arrangements applicable to PSYOP but not covered in the basic plan or another annex.</p> <ul style="list-style-type: none"> a. Administration. Address the following issues: financial, morale, welfare, medical, dental, postal, legal, graves registration, and religious support, as necessary; identification of workspace as necessary for PSYOP personnel attached to other components and organizations; rating chain issues and clearance requirements; and coordination for the use of indigenous personnel, facilities, or materials to support PSYOP. b. Logistics. Address the following: <ul style="list-style-type: none"> (1) Requisitions for standard (BA 5590, prescribed load list for vehicles), and nonstandard PSYOP supplies (family of loudspeakers, Risograph parts and supplies), through Army supply channels. (2) Special operating funds. (3) Coordination for logistical support for leaflet production, aerial delivery, and media dissemination teams. (4) Requests for maintenance support not available through military channels. (5) Designated component or agency responsible for providing routine common-use logistical support to the PSYOP task force in-theater; provisions for living space accommodations; contracting for special purchase of supplies, equipment, and the hiring of local national personnel to support product development; and deployment into theater with supplies for 30 days, water rations, and so on. <p>6. Write the command and control paragraph.</p> <ul style="list-style-type: none"> a. State the command relationships. Joint operations can have complex command relationships. Plans must be specific concerning these arrangements, including shifts that may take place as the operation progresses from one phase to the next. Command and support relationships for PSYOP personnel fall into this paragraph. b. State the PSYOP approval process and identify appropriate PSYOP product approval or authorities (as applicable). <ul style="list-style-type: none"> (1) State the applicable PSYOP approval authority for the development of all types of proposed PSYOP products, actions, and programs. (2) State the appropriate PSYOP dissemination authority for each type/ classification of approved PSYOP products. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

| Required | Related |
|-----------------|--|
| FM 3-05.301 | FM 3-0 FM 3-05.30 FM 3-05.302 FM 5-0 JP 3-0 JP 3-53 JP 5-0 |

Coordinate PSYOP Support With Key Personnel From Supported Components, Organizations, and/or Agencies

331-305-0231

Conditions: Given a requirement as a PSYOP staff planner or operations noncommissioned officer in charge within a Psychological Operations support element (PSE) or Psychological Operations task force (POTF) to coordinate PSYOP support, and given the supported unit's plan and the PSYOP tab/appendix to the operations order.

Standards: Establish PSYOP support with key personnel from supported components, organizations, and/or agencies.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>1. Contact the supported commander or designated representative (chief of staff or J-3/G-7/S-7) and provide briefing to the supported commander or designated representative on PSYOP capabilities.</p> <ul style="list-style-type: none"> a. POTF/PSE organization, equipment, personnel, and employment options. b. Available dissemination means/assets/products. c. Constraints and restrictions (approval process, PSYOP arguments, and audiences to be used and avoided). <p>Note: Brief on what PSYOP assets are on hand or available through coordination with higher PSYOP units. DO NOT lecture the supported commander on overall PSYOP capabilities and doctrine.</p> <p>2. Contact and/or supervise coordination with the supported unit's J-3/G-7/S-7, agency, or organization's intelligence section.</p> <ul style="list-style-type: none"> a. Coordinate for PSYOP to take part in the decision-making process, staff planning for missions, and daily briefings/meetings. b. Ensure that PSYOP are included in the targeting process. c. Request a copy of the supported unit's rules of engagement. d. Determine the unit's standing operating procedure (SOP) and requirement for daily-required reports. <p>3. Contact and/or supervise coordination with the supported unit's J/G/S-2, agency, or organization's intelligence section.</p> <ul style="list-style-type: none"> a. Provide a memorandum from the PSYOP unit S-2 confirming the security clearances of all PSYOP Soldiers involved in the mission. <p>Note: If the supported unit has access to the Joint Personnel Adjudication System (JPAS), all Soldiers' clearances will be verified using this method.</p> <ul style="list-style-type: none"> b. Request access to maneuver unit's intelligence summaries, intelligence reports, priority intelligence requirements (PIRs), information requirements (IRs), situation reports, spot reports, retained personnel interrogations, and interrogation reports. c. Provide a copy of the current PSYOP PIRs and IRs. <p>4. Contact and/or supervise coordination with the supported unit's information operations (IO) officer.</p> <ul style="list-style-type: none"> a. Ensure PSYOP are coordinated in mission planning with other nonlethal fires. b. Provide a liaison officer to the IO section. c. Ensure PSYOP air targeting does not conflict with IO targets. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>d. Coordinate for PSYOP to take part in the decision-making process, staff planning for missions, and daily briefings/meetings.</p> <p>5. Contact and/or supervise coordination with the supported unit's J/G/S-5.</p> <ul style="list-style-type: none"> a. Determine if there are host nation assets available for product production and dissemination. b. Request access to J/G/S-5 message traffic. <p>6. Coordinate with the supported unit's J/G/S-6 or signal officer.</p> <ul style="list-style-type: none"> a. Determine what communications systems the supported unit has available, especially Internet, SECRET Internet Protocol Router Network (SIPRNET), and Nonsecure Internet Protocol Router Network (NIPRNET) connectivity. b. Determine what radio frequencies the supported unit operates on. Coordinate on or for a PSYOP internal radio frequency. c. Coordinate for AN/CYZ-10 secure fills. <p>7. Contact and/or supervise coordination with the J/G/S-1.</p> <ul style="list-style-type: none"> a. Provide a copy of the attachment orders and the information on the Soldiers to be attached to the supported unit. <ul style="list-style-type: none"> (1) Provide two copies—one paper, one electronic version. (2) Include for each attached Soldier—full name, rank, duty position, social security number, battle roster number, security clearance, blood type, next of kin, and next-of-kin contact information. (3) Determine from J/G/S-1 which of the supported unit's subordinate units the company element will be attached to for administrative and logistics support (normally the supported unit's headquarters company). (4) Provide unit SOP for the personnel reporting (for example, daily personnel status report). b. Confirm with J/G/S-1 or headquarters and support company (HSC) executive officer/1SG for availability of— <ul style="list-style-type: none"> (1) Mail services and Internet accesses. (2) Chaplain and religious services. (3) Finance services. (4) Personnel and administrative services. (5) Soldiers' receipt of the proper financial entitlements for the area of responsibility/deployment (for example, combat zone tax exclusion, hazardous duty pay, and family separation pay). <p>8. Coordinate with the J/G/S-4.</p> <ul style="list-style-type: none"> a. Provide the following information: <ul style="list-style-type: none"> (1) Number of battalion/POTF/company personnel being attached. (2) Number and type of vehicles and generators. (3) Estimated daily fuel consumption for vehicles and generators. (4) Number and type of weapons systems. (5) Battery requirements. (6) Statement of requirement, as necessary. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>b. Obtain information from the J/G/S-4 or HSC executive officer/1SG during initial linkup about the following:</p> <ul style="list-style-type: none"> (1) Unit SOP for requesting supplies. (2) Availability of PSYOP-specific supplies in the supported unit's supply chain. (3) Unit SOP for logistics reporting (for example, daily logistics status report). (4) Location of fuel point. (5) Location of water point, bath, and laundry facilities. (6) Availability of sundry and comfort packages. (7) Locations of supported unit's aid station. (8) Location of ammunition supply point and ammunition basic load/force protection basic load per weapon. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SIPRNET access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

| Required | Related |
|-------------|-------------|
| FM 3-05.301 | FM 3-05.302 |

Coordinate With Agencies Available to Support the PSYOP Plan**331-305-0230**

Conditions: Given a PSYOP plan, completed target audience analysis work sheets, series concept work sheet, series dissemination work sheet, series execution matrix, approved PSYOP actions with product/action work sheet, and the supported unit's operation order.

Standards: Identify external agencies, their capabilities, and their missions, and coordinate to gain their physical support for the PSYOP plan.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ol style="list-style-type: none"> 1. Identify unmet physical requirements of the PSYOP plan. 2. Determine existence of external agencies and their respective capabilities and missions. 3. Determine which requirements can only be met by external agencies. 4. Determine requirements that can be met by internal and external agencies. 5. Tie requirements to specific external agencies for potential support. 6. Coordinate with agencies to obtain support to fulfill requirement. 7. Maintain consistent communication with agency to supervise continued support for duration of need. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.302

Develop a Statement of Requirements**331-305-0223**

Conditions: Given an unfulfilled requirement during predeployment planning, a warning or deployment order, unit logistics support standing operating procedure (SOP) outlining statement of requirements (SOR) submission process/format, and a computer with appropriate software loaded.

Standards: Produce and submit the SOR in accordance with (IAW) unit SOP.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none">1. Determine initial sustainment requirements for all classes of supply I–X.2. Determine long-term sustainment requirements for all classes of supply I–X.3. Identify long-term sustainment procedures for support of class I–X.4. Segregate requirements that will be supported commercially from those supported through Department of Defense channels.5. Conduct technical inspection of major end items and pacing items for deficiencies.6. Determine communications requirements with supported unit.7. Identify communication interoperability shortfalls.8. Articulate unfulfilled requirements IAW supported or parent unit SOP.9. Submit SOR to higher headquarters for validation and further staffing. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FMI 3-05.140

Related
USASOC PAM 10-5

Submit a Request for a Performance-Based Contract**331-305-0224**

Conditions: Given a requirement for a performance-based service that cannot be met by Department of Defense agencies, and given a unit standing operating procedure (SOP) or regulatory guidance outlining statement of work and contracting procedures.

Standards: Write a request for a performance-based contract to higher headquarters (HQ), including a statement of work defining the work and performance standards, and including fiscal requirements. Submit statement of work to contract officer.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Develop the statement of work (also known as performance work statement). <ol style="list-style-type: none"> a. Submit a list of possible vendors (no more than three) found through market research. b. Define the work and the performance standard. (Note: Emphasize the work to be done—not how to do it.) <ol style="list-style-type: none"> (1) Quality. (2) Quantity. (3) Timeliness. c. Break down the work into its lowest task level and link tasks in a logical sequence. <ol style="list-style-type: none"> (1) Identify the relationship of lower tasks. (2) Identify the importance of lower tasks. d. Provide a range of acceptable performance, as applicable. e. Articulate the essential elements for administration after contract award by addressing the performance evaluation plan. <ol style="list-style-type: none"> (1) Identify basis for acceptance and rejection of each performance effort. (2) Identify the cost of the effort (independent government estimate). (3) Assign a performance requirement to each task by determining how the service will be measured. f. Review the statement of work and consider content, style, and method. <ol style="list-style-type: none"> (1) Content considerations: <ol style="list-style-type: none"> (a) Identify only the essential tasks which are expressed in clear, concise, commonly used, easily understood, and measurable terms. (b) Do not repeat material that appears elsewhere in the contract. (c) Do not include detailed procedures that dictate how the work is to be accomplished. (d) As much as practical, write the statement of work as a stand-alone document, with minimum references to regulatory or other guidance. (e) Only reference mandatory requirements. (2) Style considerations: <ol style="list-style-type: none"> (a) Use precise terms and clear, concise wording. (b) Avoid vague statements or overly technical language. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>(c) Use the active voice and task-oriented statements. For example, “the contractor will provide X” as opposed to “X will be provided.”</p> <p>(d) Avoid abbreviations, acronyms, and ambiguous words and phrases.</p> <p>(3) Method considerations:</p> <p>(a) Prestaffing will result in a better final product, limit the potential for disagreements among agency officials prior to award and during contract performance, and serve to involve program personnel early in the acquisition process.</p> <p>(b) Use existing examples of statements of work, particularly those tested in application.</p> <p>2. Determine the fiscal requirements.</p> <p>a. Estimate the cost of the work (done by certified contracting officer).</p> <p>b. Reconcile the estimate with the budget, making adjustments as needed if the work is part of a planned budget.</p> <p>c. Request additional funds in accordance with the unit’s SOP if the work is not part of a planned budget.</p> <p>3. Request support from the unit contracting officer.</p> <p>a. Identify unit procedures for establishing contracts.</p> <p>b. Coordinate with contracting agency through unit logistic channels to determine submission and information requirements.</p> <p>c. Prepare information for submission to contracting officer. (Note: Having completed your statement of work, the majority of your information will likely come from that document.)</p> <p>4. Package the statement of work, budget amendment (if applicable), and request for contract support, and submit to higher HQ for validation and staffing.</p> <p>Note: The S-4 is the primary staff officer for all logistics matters. His specific areas of responsibility are logistics operations, plans, and transportation. The S-4 has staff planning and supervision over battlefield procurement and contracting, real property control, food service, fire protection, bath and laundry services, clothing exchange, and mortuary affairs.</p> | | |

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Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.302

Related

Conduct an Information Brief on PSYOP Capabilities**331-305-0219**

Conditions: Given the requirement to outline the capabilities of a PSYOP element to the supported unit's commander or staff, audiovisual equipment or presentation folder, the supported unit's plan, and the PSYOP tab/appendix to the operations order.

Standards: Brief the capabilities, limitations, mission, and functions of the PSYOP element to the supported unit's commander in accordance with FM 3-05.301, *Psychological Operations Process Tactics, Techniques, and Procedures*, Appendix F.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ol style="list-style-type: none"> 1. Plan the capabilities briefing. <ol style="list-style-type: none"> a. Analyze the situation. <ol style="list-style-type: none"> (1) Determine the audience (supported unit's commander) preferences. <ol style="list-style-type: none"> (a) Determine how well the commander understands the capabilities of the PSYOP element. (b) Determine the commander's interests. (c) Determine the commander's personal preferences. (d) Determine the commander's anticipated reaction. (e) Determine the commander's intent. (2) Determine the availability of physical facilities, visual aids, and visual information specialists and other support needed. <ol style="list-style-type: none"> (a) Determine the briefing location. (b) Determine arrangements required. (c) Determine visual aids and facilities available. (d) Determine deficiencies. (e) Determine actions needed to overcome deficiencies. b. Estimate the deadlines for each task and schedule the preparation effort. <ol style="list-style-type: none"> (1) Finish analysis of the situation. (2) Prepare preliminary outline. (3) Determine requirements for visual aids. (4) Edit or redraft. (5) Arrange for final review by responsible authority. (6) Schedule rehearsals, facilities, and critiques. (7) Rehearse the brief. 2. Prepare the capabilities briefing. <ol style="list-style-type: none"> a. Include supported unit's mission. b. Include the PSYOP mission statement. c. Include specific PSYOP element's capabilities (do not give a broad PSYOP overview brief). | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>(1) Explain equipment capabilities (for example, effective range of a loudspeaker broadcast and realistic portrayal of PSYOP production capabilities).</p> <p>(2) Outline proper PSYOP employment techniques.</p> <p>(3) Advise as to where on the staff PSYOP falls (J-3 for joint headquarters and G-7/S-7 for Army headquarters).</p> <p>d. Explain the dual reporting chain for the PSYOP element.</p> <p>(1) Coordinating chain for PSYOP-specific support.</p> <p>(2) Supported commander's chain of command.</p> <p>e. Advise supported commander on approved PSYOP series for dissemination.</p> <p>f. Advise the commander on the process and timeline for resourcing a new PSYOP series.</p> <p>g. Prepare draft outline.</p> <p>h. Include visual aids.</p> <p>(1) Fill in appropriate material.</p> <p>(2) Review with appropriate authority.</p> <p>i. Revise first draft and edit.</p> <p>j. Ensure facts are important and necessary.</p> <p>(1) Include all necessary facts.</p> <p>(2) Include answers to anticipated questions.</p> <p>(3) Refine material.</p> <p>k. Plan use of visual aids.</p> <p>(1) Check for simplicity and readability.</p> <p>(2) Develop method for use.</p> <p>l. Practice.</p> <p>(1) Rehearse (with visual aids).</p> <p>(2) Refine.</p> <p>(3) Isolate key points.</p> <p>(4) Memorize outline.</p> <p>(5) Develop transitions.</p> <p>(6) Use definitive words.</p> <p>3. Execute the capabilities briefing.</p> <p>a. Introduction.</p> <p>(1) Give a greeting. Address the commander and identify yourself and your organization.</p> <p>(2) State the type and classification of briefing. For example, "This is an unclassified information briefing on Psychological Operations capabilities."</p> <p>(3) State the purpose and scope. Describe complex subjects from general to specific.</p> | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>(4) Review outline or procedure. Summarize the key points and general approach. Explain any special procedures (such as demonstrations or displays).</p> <p>b. Main body.</p> <ul style="list-style-type: none"> (1) Arrange the main ideas in a logical sequence. (2) Use visual aids to emphasize main ideas. (3) Plan effective transitions from one main point to the next. (4) Be prepared to answer questions at any time. <p>c. Closing.</p> <ul style="list-style-type: none"> (1) Briefly recap main ideas and make a concluding statement. (2) Ask for questions. (3) Announce the following speaker (if any). <p>4. Assess the capabilities briefing.</p> <ul style="list-style-type: none"> a. Ensure understanding. b. Record any recommendations, directives, and other information from the supported unit commander. | | |

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References

Required
FM 3-05.302

Related
FM 3-05.301

Conduct a Military Briefing**331-305-0210**

Conditions: Given a briefing requirement, research material, access to training aids, a physical facility, and an audience.

Standards: Select the correct type of briefing to conduct. Based upon operational needs and situation, the Soldier will utilize the information, decision, mission, or staff briefing format. Once the type of briefing has been determined, the Soldier will conduct the briefing at the prescribed time.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Determine which type of briefing to conduct (based on the desired outcome/end state of the briefing). <ol style="list-style-type: none"> a. Information briefing. b. Decision briefing. c. Mission briefing. d. Staff briefing. 2. Analyze the proposed audience and decide— <ol style="list-style-type: none"> a. Size. b. Composition (single or multi-Service military personnel, civilians, foreign national). c. Official positions and ranking members. d. Location of briefing. e. Level of professional knowledge of the audience to which the subject will be presented (such as generalist or specialist). f. Special interest or personal preference. 3. Analyze the briefing requirement and determine— <ol style="list-style-type: none"> a. Specific points that require detailed explanation. b. Desired coverage of the subject matter. 4. Decide how much time is required. 5. Determine how much time is allocated. 6. Determine the classification of the briefing. <ol style="list-style-type: none"> a. Verify the security clearance of all personnel to be briefed. b. Verify the security clearance of all support personnel. c. Determine access control requirements. 7. Inspect the facility and determine— <ol style="list-style-type: none"> a. Where the briefing will be presented. b. What supporting equipment is required and available. c. What coordination is required. d. If the facility will accommodate the size of the audience. e. If any actions are required to correct deficiencies. f. If the facilities are approved/cleared to the highest level of material to be discussed. 8. Prepare the briefing. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>a. Prepare an outline of the briefing.</p> <ul style="list-style-type: none"> (1) Collect research materials. (2) Conduct research and become familiar with the subject. (3) Collect authoritative opinions and facts (if time permits). (4) Prepare a draft briefing. <ul style="list-style-type: none"> (a) State objectives. (b) Isolate main points. (c) Decide most logical flow from one main point to the next. (d) Develop answers to anticipated questions. (e) Identify desired training aids. <p>b. Arrange for training aids and audiovisual equipment.</p> <p>c. Practice the briefing.</p> <ul style="list-style-type: none"> (1) Conduct rehearsals with support personnel and training aids. (2) Refine presentation and material. (3) Commit outline to memory. <p>9. Finalize the briefing and submit to supervisor for approval.</p> <p>10. Conduct the briefing.</p> <ul style="list-style-type: none"> a. Inform the audience of the security classification of the briefing and the policy concerning note taking. b. State the objective and its importance. c. Present information in a confident, enthusiastic manner. d. Strive for a clear, concise, and effective delivery. e. Modulate vocal delivery to the size of the briefing area and audience. f. Summarize. g. Ask for and answer questions to ensure understanding. | | |

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References

Required
FM 5-0

Related
FM 3-05.302

Subject Area 2
Phase II: Target Audience Analysis

Refine Potential Target Audiences

331-305-0222

Conditions: Given the requirement to begin target audience analysis, supported commander's operation plan/operation order, a blank target audience analysis work sheet (TAAW), the PSYOP estimate, the PSYOP tab/appendix, PSYOP objectives, supporting Psychological Operations objectives (SPOs), and potential target audience (TA) analysis list.

Standards: Identify TAs able to accomplish a specific SPO.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|-----------|--------------|
| <ol style="list-style-type: none">1. Identify the primary actors (TAs engaging in [or likely to engage in] the targeted behavior [SPO]).2. Identify the secondary actors (TAs directly or indirectly influencing the behavior of the primary actors).3. Identify the subcategories among the primary and secondary actors.<ol style="list-style-type: none">a. Organizations (military units; political, religious, social, or advocacy groups; charities; professional associations).b. Demographic sets (geographic area, gender, age, ethnicity, and tribe).c. Leaders.d. Key communicators.4. Record on the TAAW under Step 1. | | |

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References

Required
FM 3-05.301

Related
FM 3-05.302

Analyze a Target Audience**331-305-0211**

Conditions: Given a refined target audience (TA), a blank target audience analysis work sheet (TAAW), a supporting Psychological Operations objective (SPO), the supported unit's plan, the PSYOP tab/appendix to the operations order, and access to research sources.

Standards: Determine the effectiveness, conditions, vulnerabilities, and susceptibility of the TA in accordance with (IAW) the Target Audience Analysis Model (TAAM); record the results on a TAAW.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Determine the effectiveness of the TA. <ol style="list-style-type: none"> a. Define the desired behavior of the TA. b. Determine what degree of power, control, or authority the TA has in regard to the desired behavior. c. Determine what restrictions affect the TA's ability to engage in the desired behavior. d. Analyze what the overall effect on the SPO would be if the TA conducts the desired action. e. Rate the effectiveness on a scale from 0 to 5. 2. Identify the conditions of the TA using cause-and-effect analysis. <ol style="list-style-type: none"> a. Define the current behavior of the TA in relation to the SPO. b. Identify the causes of the current behavior. <ol style="list-style-type: none"> (1) Identify the situations/events contributing to the TA's current behavior. (2) Identify the attitudes/values/beliefs contributing to the TA's current behavior. c. Identify the effects of the current behavior. <ol style="list-style-type: none"> (1) Determine the desirable consequences reinforcing this behavior for the TA. (2) Determine the undesirable consequences of this behavior for the TA. (3) Identify how the TA's current behavior affects other groups and their behaviors. 3. Identify the TA's vulnerabilities. <ol style="list-style-type: none"> a. Identify the psychographics of the TA by answering the following questions: <ol style="list-style-type: none"> (1) What does the TA fear? (2) What does the TA hate? (3) What angers the TA? (4) What does the TA love? (5) What does the TA consider shameful or embarrassing? (6) What is the TA dissatisfied with? (7) What are the cultural norms for the TA? (8) What does the TA value? | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>(9) What are the TA's frustrations?</p> <p>Note: The list of psychographics is not all-encompassing.</p> <ul style="list-style-type: none"> b. Identify the demographics of the TA or its environment that significantly affect the TA's emotions and/or behavior. c. Identify symbols that have cultural or contextual significance for the TA. d. Determine the TA's motives. <ul style="list-style-type: none"> (1) Review each condition as well as psychographics and demographics. (2) Identify any primary motives. (3) Identify any secondary motives. (4) Prioritize motives as critical, short-term, or long-term. <p>4. Determine the TA's susceptibility.</p> <ul style="list-style-type: none"> a. Identify the perceived risks (negative consequences) by the TA to engage in the desired behavior. b. Identify the perceived rewards (positive consequences) by the TA to engage in the desired behavior. c. Determine if the desired behavior is consistent with the values and beliefs of the TA. d. Rate the susceptibility of the TA on a scale of 1 to 5. e. Recommend how PSYOP can best influence the TA to engage in the desired behavior. <p>5. Record analysis on a TAAW.</p> <ul style="list-style-type: none"> a. Ensure header data is completed, to include— <ul style="list-style-type: none"> (1) Analyst name. (2) Date of analysis or last update. (3) SPO. (4) TA. (5) Classification. b. File TAAW IAW unit standing operating procedure. <p>6. Submit to supervisor for review and approval.</p> | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

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References

Required
FM 3-05.301

Related
FM 3-05.302

Determine the Accessibility of a Target Audience**331-305-0206**

Conditions: Given a target audience analysis work sheet (TAAW) with Steps 1 through 5 completed, and access to research sources.

Standards: Determine how the target audience (TA) currently receives information, current media patterns and usage, how the TA uses each medium, how involved the TA is, whether the TA accesses the media individually or with others, what new media can be used to access the TA, and the technical aspect of each media. Write findings on the TAAW.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|-----------|--------------|
| <ol style="list-style-type: none"> 1. Determine how the TA currently receives information. 2. Determine current media patterns and usage. 3. Determine how the TA uses each medium. 4. Determine how involved the TA is in the process. (Is the TA actively or passively accessing information through each medium?) 5. Determine whether the TA accesses the media individually or with others. 6. Determine if new media can be used to access the TA. 7. Articulate the technical aspect of each media. 8. Record the analysis on the TAAW. <ol style="list-style-type: none"> a. Include header data: <ol style="list-style-type: none"> (1) Analyst name. (2) Date of analysis or last update. (3) Supporting PSYOP objective. (4) TA. (5) Classification. b. List each medium. c. Describe each format. d. List advantages and disadvantages for each medium. e. Rate each media type from 1 to 5 (5 being the most preferred). f. File the TAAW in accordance with unit standing operating procedure. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

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References

Required
FM 3-05.301

Related
FM 3-05.302

Develop PSYOP Arguments**331-305-0205**

Conditions: Given the requirement to develop both main and supporting PSYOP arguments, and a target audience analysis work sheet (TAAW) with Steps 1 through 6 completed.

Standards: Write a main argument and supporting arguments designed to influence the target audience (TA) to engage in behavior indicated by the supporting PSYOP objective.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>1. Construct a main argument.</p> <p>Note: The main argument follows the format: Engaging in X (desired behavior) will result in Y (desired outcomes for the TA).</p> <ul style="list-style-type: none"> a. Determine what behavior/action is desired from the TA. b. Determine why the TA would desire or benefit from the new behavior. <ul style="list-style-type: none"> (1) To obtain something desirable/pleasant (satisfy needs/wants or obtain a reward). (2) To avoid something undesirable/unpleasant. (3) To alleviate negative emotions (fear, anger, guilt, shame, and so on). (4) To resolve a problem, conflict, or dilemma. c. Include the reason (vulnerability) the TA should engage in the desired behavior. d. Summarize the conclusions the TA must reach to engage in the desired behavior. <p>2. Develop the supporting arguments to increase the TA's motivation to accept the main argument.</p> <ul style="list-style-type: none"> a. Identify supporting arguments, specific attitudes, and associated values and beliefs. b. Address barriers (physical/social) to the TA engaging in the desired behavior. c. Include factual evidence. d. Address causes that contribute to the current behavior. e. Emphasize positive consequences to the TA for engaging in the desired behavior. f. Emphasize the negative consequences of the TA's current behavior. g. Minimize the negative consequences of the desired behavior. h. Exploit vulnerabilities to strengthen the supporting arguments. <p>Note: Supporting arguments are neither slogans nor the specific language to be used in the PSYOP series. They provide guidance and direction for series and product development.</p> <p>3. Recommend appeals and techniques to present the PSYOP argument.</p> <ul style="list-style-type: none"> a. Analyze conditions and vulnerabilities. b. Analyze the TA's knowledge of the desired behavior. c. Analyze the TA's interest level (ensure message is personally relevant). | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

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References

| Required | Related |
|-----------------|----------------|
| FM 3-05.301 | FM 3-05.302 |

Refine Initial PSYOP Assessment Criteria**331-305-0221**

Conditions: Given the requirement to refine initial PSYOP assessment criteria questions, a target audience analysis work sheet (TAAW), and a PSYOP tab/appendix while conducting Step 8 of target audience (TA) analysis.

Standards: Refine a PSYOP assessment criteria question based upon the TA-specific desired and current behavior to include specific, measurable, and observable dimensions of behavior.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|-----------|--------------|
| <ol style="list-style-type: none"> 1. Review the current and desired behavior definitions. <ol style="list-style-type: none"> a. If the supporting Psychological Operations objective (SPO) is increasing a behavior ("TA increases..."), then the refined PSYOP assessment criteria are derived from the TA's desired behavior definition. b. If the SPO is decreasing a behavior ("TA decreases...") then the refined PSYOP assessment criteria are derived from the TA's current behavior definition. 2. Determine what specific, measurable, and observable data regarding the TA's behavior is required. <ol style="list-style-type: none"> a. Setting: City, town, or area. b. Frequency: How often a behavior occurs (day/week/month). c. Intensity: Consequences or severity (results). d. Rate: Number of occurrences per time unit. e. Place: Specific location. f. Time: Time period that the behavior occurred. 3. Ensure the specific behavior is measurable and observable. <ol style="list-style-type: none"> a. Can the number of times the behavior occurs be counted? b. Can someone observe an individual or group performing this behavior? <p>Note: If the answer is "NO" to either question, then the behavior is too vague and needs to be further quantified. The behavior must be specific, measurable, and observable in order to be effectively targeted by PSYOP.</p> <ol style="list-style-type: none"> 4. Quantify the specific behavior by writing it in the form of a question for each TA. 5. Record the questions on the TAAW. 6. Compile the PSYOP assessment criteria categorized under the appropriate PSYOP objectives and linked to supported unit commander's mission objectives. 7. Submit the compiled information to the supported unit G/S-2, the PSYOP task force, or higher PSYOP element for recommendation for inclusion in the intelligence, surveillance, and reconnaissance plan as a priority intelligence requirement. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING

Chapter 3

PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.302

Supervise Target Audience Analysis**331-305-0234**

Conditions: Given Psychological Operations objectives (POs), supporting Psychological Operations objectives (SPOs), a potential target audience list (PTAL), access to PSYOP-relevant information, and target audience analysis work sheets (TAAWs).

Standards: Analyze individual target audiences (TAs) and record the analysis on the TAAW, including the effectiveness, conditions, vulnerabilities, susceptibility, accessibility, arguments, recommended Psychological Operations actions (PSYACTs), and refined assessment criteria.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|-----------|--------------|
| <ol style="list-style-type: none"> 1. Ensure initial research for target audience analysis (TAA) is conducted. <ol style="list-style-type: none"> a. Integrate strategic studies detachment (SSD) analysts (if available). b. Review produced analyses and products. <ol style="list-style-type: none"> (1) PSYOP appendix to the military capabilities study. (2) Special PSYOP study. (3) Special PSYOP assessment. (4) Assessments of the PSYOP environment. (5) PSYOP TAAs. (6) PSYOP issue analyses. (7) Situation reports. (8) Intelligence analyses. (9) Open-source material. (10) Human intelligence. 2. Review the refined TA (Step 1 of the TAA model). <ol style="list-style-type: none"> a. Ensure the TA is appropriate by answering the following three questions: <ol style="list-style-type: none"> (1) What TAs are engaging/likely to engage in the targeted behavior (SPO)? (2) What TAs are directly or indirectly influencing the behavior of the primary actors? (3) What are the subcategories among the primary and secondary actors (specific individuals, organizations, and demographic sets)? b. Select the TA for further analysis. 3. Review TA effectiveness (Step 2 of the TAA model). <ol style="list-style-type: none"> a. Ensure desired behavior definition for the TA is specific, measurable, and observable. b. Ensure that the following three questions are answered: <ol style="list-style-type: none"> (1) What degree of power, control, or authority does the TA have in regard to the desired behavior? (2) What restrictions affect the TA in regard to the desired behavior? (3) If the TA takes the desired action, what is the overall effect on the SPO? c. Review overall rating for effectiveness. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|-----------|--------------|
| <p>4. Review identified conditions that affect the TA (Step 3 of the TAA model) and ensure the following steps are completed on the cause and effect (C/E) chart:</p> <ul style="list-style-type: none"> a. Fill in header data. b. Define the current behavior for the TA. c. Identify the causes of the current behavior. d. Identify the effects of the current behavior. <p>5. Review the vulnerabilities (Step 4 of the TAA model).</p> <ul style="list-style-type: none"> a. Determine vulnerabilities from conditions identified on the C/E chart, and answer the following questions: <ul style="list-style-type: none"> (1) What conditions can be modified to achieve behavior change? (2) What are the primary and secondary motives? (3) Why/how do the conditions influence behavior? (4) How can United States (U.S.)/friendly forces use the vulnerability to modify the TA's current behavior? b. Determine vulnerabilities from careful study of the TA's society and culture. <ul style="list-style-type: none"> (1) Determine psychographics (psychological characteristics) that affect the TA's behavior. (2) Identify demographic characteristics that affect the TA's behavior. (3) Derive additional motives from psychographics/demographics. (4) Identify symbols that provoke an emotional response. <p>6. Review the susceptibility (Step 5 of the TAA model).</p> <ul style="list-style-type: none"> a. Determine the risks/rewards of behavior change. <ul style="list-style-type: none"> (1) Determine TA's perceived risks for engaging in desired behavior. (2) Determine TA's perceived rewards for engaging in desired behavior. (3) Determine how consistent the desired behavior is with the values and beliefs of the TA. b. Determine susceptibility rating from 1 to 5. c. Based upon the susceptibility rating, make a recommendation on how to structure the PSYOP series in order to achieve the SPO. <p>7. Review the accessibility (Step 6 of the TAA model).</p> <ul style="list-style-type: none"> a. Determine how the TA currently receives its information. b. Determine the TA's current media patterns by assessing the reach and frequency. c. Determine how the TA uses the medium. d. Determine how involved the TA is in the process. e. Evaluate whether the TA accesses the media individually or with others. f. Determine what new media can be used to access the TA. g. List each medium on the TAAW (each rating must be explained on the TAAW). <ul style="list-style-type: none"> (1) List medium. (2) Describe format. (3) List advantages and disadvantages. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>(4) Rate media on a scale from 1 to 5.</p> <p>h. Articulate the technical aspect of each media type.</p> <p>8. Review the arguments and recommend PSYACTs (Step 7 of the TAA model).</p> <ul style="list-style-type: none"> a. Articulate a main argument. b. Determine the appeal to deliver the main argument. c. Develop supporting arguments by analyzing TA's vulnerabilities/conditions. d. Determine which persuasion techniques have the greatest possibility of success. e. Recommend PSYACTs. <ul style="list-style-type: none"> (1) Consider friendly actions that will induce the desired behavior change by exploiting vulnerabilities. (2) Identify types of units that can execute the activity. (3) Identify by phase when the activity or action should occur. <p>9. Review the assessment criteria (Step 8 of the TAA model).</p> <ul style="list-style-type: none"> a. Review the current and desired behavior definitions. b. Determine what specific, measurable, observable data regarding the TA's behavior is required. <p>10. Review the TAAW for accuracy and completeness.</p> | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.302

Subject Area 3
Phase III: Series Development

Develop a Series Concept Work Sheet

331-305-0226

Conditions: Given the requirement to develop a series of products directed at one target audience (TA) in achieving one supporting Psychological Operations objective (SPO), a supporting PSYOP plan, completed target audience analysis work sheet (TAAW), PSYOP tab/appendix, the supported unit's operation order, and a blank series concept work sheet (SCW).

Standards: Complete an SCW while conducting PSYOP series development, completing each step sequentially to ensure a series of products and actions addresses one SPO. Submit to supervisor for approval.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|-----------|--------------|
| <ol style="list-style-type: none">1. Assign a product number using the universal product numbering and tracking system.2. Select the PSYOP arguments and symbols to use for changing the behavior of the TA.3. Select the type of media.<ol style="list-style-type: none">a. Base selection on accessibility ratings from the TAAW.b. Select types of media that ensure sufficient coverage of the TA.c. Select a media mix that reinforces past exposures.4. Determine the number of products for each media type based on several criteria:<ol style="list-style-type: none">a. Complexity of the message that needs to be conveyed.b. Amount of information that needs to be conveyed.c. Amount of information each media type can convey on one product.d. Amount of products sufficient to hold TA interest over time.5. Establish the suspense date for each product in the series to be designed.6. Submit the SCW to the supervisor for approval. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.302

Complete a Series Dissemination Work Sheet**331-305-0235**

Conditions: Given the requirement to sequence and synchronize the dissemination of PSYOP products and actions within a series, a blank series dissemination work sheet (SDW), a completed series concept work sheet (SCW), supported unit's plans/orders, and relevant situation reports.

Standards: Complete an SDW ensuring the PSYOP arguments used in a series are planned and sequenced in the proper order and listing the six criteria for product dissemination. Submit to supervisor for approval.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|-----------|--------------|
| <ol style="list-style-type: none"> 1. Specify the overall duration (start date and end date for particular product) based upon a specific date, a phase of an operation plan or an operation order, or specific events. 2. Evaluate the timing (time of the day, week, month, or year the product is disseminated). 3. Determine the frequency or number of times during time period that product is to be disseminated. 4. Determine the location where product will be disseminated. 5. Determine the physical placement of product within geographic location, or the type of outlet (radio, television, or newspaper) for mass media. 6. Determine the quantity of products required for production. 7. Submit to supervisor for approval. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related

Complete a Series Execution Matrix

331-305-0236

Conditions: Given the requirement to determine the priorities for execution of a PSYOP series, a completed series dissemination work sheet (SDW), and a completed series concept work sheet (SCW).

Standards: Using the information in the SDW, complete a series execution matrix (SEM) depicting the execution timeline of a series from development through posttesting. Submit to supervisor for approval.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|-----------|--------------|
| <ol style="list-style-type: none">1. Establish a timeline for all products within the series to include—<ol style="list-style-type: none">a. Synchronization.b. Translation.c. Pretesting.d. Production.e. Distribution.f. Dissemination.g. Posttesting.2. Determine the decision points to control the execution of stages within a series.3. Determine the product prototype suspense dates for all products and actions within the series.4. Submit to supervisor for approval. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related

Develop a PSYOP Transmission Matrix**331-305-0237**

Conditions: Given the requirement to coordinate PSYOP transmissions with electronic warfare activity occurring in the supported unit's area of operations (AO), and given a series concept work sheet (SCW), series execution matrix (SEM), and a completed target audience analysis work sheet (TAAW).

Standards: Complete a PSYOP transmission matrix for each product in a series that requires electronic warfare coordination. Submit to supervisor for approval.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. List the PSYOP product number. 2. Annotate the transmission times. 3. List the type of transmission. <ol style="list-style-type: none"> a. Radio. b. Television. c. Internet. d. Telephone (landline or cellular). e. Fax machine. 4. List the dates for each transmission. 5. List the frequency requested. 6. List the transmitter location. 7. List the transmitter power in kilowatts. 8. List the name of organization conducting transmission. 9. Submit to supervisor for approval. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related

Subject Area 4
Phase IV: Product Development and Design

Develop a PSYOP Product Concept

331-305-0200

Conditions: Given a completed target audience analysis work sheet (TAAW), series concept work sheet (SCW), series dissemination work sheet (SDW), series execution matrix (SEM), a blank product/action work sheet (PAW), and FM 3-05.301, *Psychological Operations Process Tactics, Techniques, and Procedures*.

Standards: Produce a technical description of a product prototype. Include the message for visual products ensuring the content is appropriate for an informative, persuasive, or directive PSYOP product, with the arguments delivered using an appeal/tactic appropriate for the target audience's (TA's) current or projected situation. Summarize key points for audio/audiovisual products including sound effects, formats, major shots, and transitions. Include rudimentary sketches for visual products, or storyboards to supplement the verbal description of audio/audiovisual products, and list all symbols, graphics, pictures, colors, and textures used. Record information on a PAW in accordance with the steps outlined in FM 3-05.301, Chapter 4, and submit for approval.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|-----------|--------------|
| <ol style="list-style-type: none">1. Record the following from the TAAW, SCW, SDW, and/or SEM.<ol style="list-style-type: none">a. Product/action number on line 1.b. PSYOP objective on line 2.c. Supporting PSYOP objective on line 3.d. Series number/related products on line 4.e. TA on line 5.2. Refine the PSYOP argument and symbols on line 6.<ol style="list-style-type: none">a. Develop arguments based upon the current stage the TA is in and/or the immediate behavior objective. (Select the most appropriate product type.)<ol style="list-style-type: none">(1) Informative products: Educates and informs a TA by presenting facts.(2) Persuasive products: Influences a TA by arguing with logic or emotion.(3) Directive products: Gives specific instructions on how to comply with a request or action.b. Create the main argument.<ol style="list-style-type: none">(1) Summarize the conclusion (behavior/action/attitude the TA is to adopt).(2) List the major premise (reason/vulnerability that motivates the TA).c. Create the supporting arguments (additional motivation to accept the main argument).<ol style="list-style-type: none">(1) List the facts and statistics.(2) List the additional vulnerabilities.(3) Address the cause/effects of current and desired behavior.d. Determine the appeals (approach to present the main argument that will gain the TA's attention and interest).e. Select the persuasion techniques/tactics (methods to increase the effectiveness of the supporting arguments). | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>f. Select the symbols (objects that can invoke an emotion or thought).</p> <ul style="list-style-type: none"> (1) Symbols must be recognizable by the TA. (2) Symbols must have meaning for the TA. (3) Symbols must convey or support the argument. <p>3. Describe the Type of Media on line 7.</p> <ul style="list-style-type: none"> a. Audio (radio broadcasts, loudspeaker broadcasts, telephone, speeches). b. Visual (leaflet, handbill, newspaper, magazine, posters, novelty items, Internet, text messages). c. Audiovisual (television advertisement, movies, plays, public speeches). d. Technical aspects for prototype design (paper size/weight, transmission conventions). <p>4. Record the prototype suspense date from SEM on line 8.</p> <p>5. Describe the product/action concept on line 9.</p> <ul style="list-style-type: none"> a. Concept line (developed from the refined PSYOP arguments/appeals/tactics). <ul style="list-style-type: none"> (1) Write the exact wording of the message for visual products. (2) Summarize the key points for audio and audiovisual products. b. Detailed description of prototype (tone of narration, symbols, graphics, pictures, colors, textures, exact sizes, and locations on product). c. Sketches included for clarification (if necessary). d. Storyboard provided to supplement the verbal description of the product. <p>6. Recommend the additional pretest guidance on line 10 (as needed).</p> <ul style="list-style-type: none"> a. Determine specific points to be pretested to determine maximum effectiveness. <ul style="list-style-type: none"> (1) Vulnerabilities. (2) Appeals. (3) Tactics. b. Describe methodology used to conduct pretest. <ul style="list-style-type: none"> (1) Type of sample. (2) Location. <p>7. Recommend the additional posttest guidance on line 11 (as needed).</p> <ul style="list-style-type: none"> a. Determine specific points to be posttested. <ul style="list-style-type: none"> (1) Degree of acceptance of the arguments necessary to advance to next stage of products. (2) Future direction of behavior. b. Describe methodology used to conduct posttest. <ul style="list-style-type: none"> (1) Type of sample. (2) Location. <p>8. Submit the completed PAW with the appropriate TAAW, SCW, SEM, and SDW to the supervisor for approval.</p> | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

| Required | Related |
|-------------|-------------|
| FM 3-05.301 | FM 3-05.302 |

Supervise the Design of a Visual PSYOP Product Prototype**331-305-0201**

Conditions: Given the requirement to supervise the design of a visual PSYOP product, a completed target audience analysis work sheet (TAAW), a series concept work sheet (SCW), a product/action work sheet (PAW), a translator, visual product development equipment, appropriate aids (automated data processing software and graphic design equipment), and FM 3-05.301, *Psychological Operations Process Tactics, Techniques, and Procedures*.

Standards: Supervise the design of a visual product prototype following the requirements laid out in the PAW and adhering to the elements and principles of layout in accordance with FM 3-05.301, Chapter 4. Confirm the message content is appropriate for an informative, persuasive, or directive PSYOP product, with the arguments delivered using an appeal/tactic. Submit the prototype for approval and pretesting.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Review the PAW for guidance and instructions for the visual product. <ol style="list-style-type: none"> a. PAW Step 6: PSYOP arguments and symbols. b. PAW Step 7: Media description. c. PAW Step 9: Product/action concept. 2. Design a prototype for print using the following: <ol style="list-style-type: none"> a. Principles of layout. <ol style="list-style-type: none"> (1) Balance (formal, informal, informal diagonal, grouping). (2) Eye direction (suggestive, sequential). b. Elements of layout. <ol style="list-style-type: none"> (1) Format. (2) Display lines. <ol style="list-style-type: none"> (a) Headlines. (b) Subheadlines. (c) Captions/cut lines. (3) Illustrations/photographs (to aid the nonreader). (4) Copy text. (5) White space. 3. Confirm the message is appropriate for the category of PSYOP product produced. <ol style="list-style-type: none"> a. Informative products: Educates and informs a TA by presenting facts. b. Persuasive products: Influences a TA by arguing with logic or emotion to generate interest and/or increase motivation. c. Directive products: Gives specific instructions on how to comply with a request or action. 4. Confirm the appeal/tactics are appropriate for message. <ol style="list-style-type: none"> a. An appeal is used to deliver the main argument. b. A tactic is used to enhance the effectiveness of supporting arguments. 5. Translate the product utilizing a translator. 6. Verify the translation with a second translator. 7. Submit for review, approval, and pretesting. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

| Required | Related |
|-------------|-------------|
| FM 3-05.301 | FM 3-05.302 |

Create an Audio PSYOP Product Prototype**331-305-0202**

Conditions: Given the requirement to write, translate, and record an audio script; a completed target audience analysis work sheet (TAAW); series concept work sheet (SCW); a product/action work sheet (PAW); a translator; and audio recording equipment.

Standards: Create an audio product prototype following the requirements in the PAW, and adhering to the principles of script development and applicability of the script. Write the message content appropriately for an informative, persuasive, or directive PSYOP product, with the arguments delivered using an appeal/tactic. Submit the recorded prototype product for approval and pretesting.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Review the PAW for guidance and instructions for the audio product. <ol style="list-style-type: none"> a. PAW Step 6: PSYOP arguments and symbols. b. PAW Step 7: Media description. c. PAW Step 9: Product/action concept. 2. Select the appropriate category for the PSYOP product produced. <ol style="list-style-type: none"> a. Informative products: Educates and informs a TA by presenting facts. b. Persuasive products: Influences a TA by arguing with logic or emotion to generate interest and/or increase motivation. c. Directive products: Gives specific instructions on how to comply with a request or action. 3. Develop the script. <ol style="list-style-type: none"> a. Confirm length of time for script from the PAW. b. Tailor to the appropriate situation. c. Attract listener's attention immediately. d. Write the bottom line up front argument at the beginning. e. Use phrases that are easily understandable by the TA. f. Repeat key phrase (punch lines) for understanding. g. Broadcast in the appropriate tone. h. Include instructions when requesting specific performance by TA. i. Personalize the message to the specific TA members being targeted. j. Avoid antagonizing the TA. 4. Develop the script with the appropriate application for the mission. <ol style="list-style-type: none"> a. Radio message. b. Offensive operations. c. Exploitation broadcasts. d. Area defense broadcasts. e. Retrograde operations. f. Stability operations. g. Contingency scripts. 5. Insert sound effects and transitions into the script. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ol style="list-style-type: none">6. Develop the appeal/tactics appropriate to the TA.<ol style="list-style-type: none">a. Use an appeal to deliver the main argument.b. Use a tactic to enhance the effectiveness of supporting arguments.7. Give the audio product to the translator to translate into appropriate target language.8. Verify the translation with a second translator.9. Record the message using available recording equipment.10. Record in English and the target language.11. Submit to supervisor for review, approval, and pretesting. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

| Required | Related |
|-------------|-------------|
| FM 3-05.301 | FM 3-05.302 |

Design an Audiovisual PSYOP Product Storyboard**331-305-0203**

Conditions: Given the requirement to design a storyboard, a completed target audience analysis work sheet (TAAW), a series concept work sheet (SCW), a product/action work sheet (PAW), a translator, and FM 3-05.301, *Psychological Operations Process Tactics, Techniques, and Procedures*.

Standards: Design an audiovisual product storyboard following the guidelines in accordance with FM 3-05.301, Chapter 4. Write message content appropriately for an informative, persuasive, or directive PSYOP product, with the arguments delivered using an appeal/tactic. Submit the prototype product for approval and pretesting.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ol style="list-style-type: none"> 1. Review the PAW for guidance and instructions. <ol style="list-style-type: none"> a. PAW Step 6: PSYOP arguments and symbols. b. PAW Step 7: Media description. c. PAW Step 9: Product/action concept. 2. Confirm the category for the PSYOP product produced. <ol style="list-style-type: none"> a. Informative products: Educates and informs a TA by presenting facts. b. Persuasive products: Influences a TA by arguing with logic or emotion to generate interest and/or increase motivation. c. Directive products: Gives specific instructions on how to comply with a request or action. 3. Develop the script. <ol style="list-style-type: none"> a. Tailor to the appropriate situation. b. Attract listener's attention immediately. c. Write the bottom line up front argument at the beginning. d. Use phrases that are easily understandable by the TA. e. Repeat key phrase (punch lines) for understanding. f. Include instructions when requesting specific performance by TA. g. Personalize the message to the specific TA members being targeted. h. Avoid antagonizing the TA. 4. Develop the appeal/tactics appropriate to the TA. <ol style="list-style-type: none"> a. Use an appeal to deliver the main argument. b. Use a tactic to enhance the effectiveness of supporting arguments. 5. Refine the storyboard from the PAW, including— <ol style="list-style-type: none"> a. Stage and camera directions. b. Dialogue cues. c. Visual displays. d. Sound effects. e. Formatting. f. Major shots and transitions. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| 6. Translate the script and storyboard. 7. Verify the translation with a second translator. 8. Submit to supervisor for review, approval, and pretesting. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

| Required | Related |
|-------------|-------------|
| FM 3-05.301 | FM 3-05.302 |

Prepare a Pretest/Posttest Questionnaire**331-305-0216**

Conditions: Given a target audience analysis work sheet (TAAW), product/action work sheet (PAW), PSYOP product, series control work sheet (SCW), series execution matrix (SEM), and a requirement to develop a questionnaire and the intended data-gathering approaches for the survey.

Standards: Develop a questionnaire; translate the survey questionnaire; and submit the questionnaire for pretesting, approval, and further action.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|-----------|--------------|
| <ol style="list-style-type: none"> 1. Review the PAW for specific pretest/posttest guidance. 2. Select the type and sample size of the target audience (TA) to be used. 3. Become familiar with the supporting Psychological Operations objective (SPO), series, and products. 4. Develop the administrative section of the questionnaire. <ol style="list-style-type: none"> a. Briefly state the purpose of the questionnaire without biasing future responses. b. Briefly state why the respondent was selected. c. State what the data is for. d. Describe the format of the questions. e. Describe how the respondent's confidentiality and/or anonymity will be protected. f. Include instructions for completing the questionnaire. 5. Draft the identification questions. <ol style="list-style-type: none"> a. Include only relevant data that describes the TA. b. Use questions that identify measurable demographic characteristics (for example, gender, age, occupation, family size, education, and ethnic group). 6. Draft the pretest/posttest questions to include the following: <p>Note: Concepts can be measured by a single question or a series of questions.</p> <ol style="list-style-type: none"> a. Understanding. (Are the key messages conveyed by the PSYOP product/series clearly understood by the TA?) b. Acceptance of the PSYOP argument. (Is the TA likely to engage in the desired behavior as a result of arguments presented in the product/series?) c. Exposure. (Has the TA read/heard/seen any of the PSYOP series? To what extent?) Use during posttest only. 7. Revise all the questions on a new page, sheet, or form. <ol style="list-style-type: none"> a. Choose common, simple, direct, and unambiguous language. b. Avoid conditional words such as could, should, and might. c. Choose open-ended or closed-ended questions based upon— <ol style="list-style-type: none"> (1) Length of potential response. (2) Whether the categories of responses are known or unknown. (3) Whether response space is limited or unlimited. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>d. Avoid objectionable questions.</p> <p>e. Avoid hypothetical questions.</p> <p>f. Avoid bias.</p> <p>g. Avoid condescending tones.</p> <p>h. Keep questions short.</p> <p>i. Make questions specific.</p> <p>j. Tailor the questions for specific social contexts or encounters (for example, personal interview, phone interview, mailed questionnaire, email surveys, or Web-based surveys).</p> <p>8. Order and format the questions.</p> <ul style="list-style-type: none"> a. Order questions so the entire survey establishes rapport and trust. <ul style="list-style-type: none"> (1) Move from topically relevant and important but easy questions to detailed substantive questions. (2) Move from detailed substantive questions to background or demographic questions. b. Consider that answers to preceding questions may affect answers to later questions. c. Group questions on similar topics. d. Logically order sequential or branching questions. e. Group questions together that share response categories. <p>9. Translate the questionnaire.</p> <ul style="list-style-type: none"> a. Submit the questionnaire for translation by an interpreter/translator. b. Upon receipt of the translated copy, submit the translated copy to a second translator for back translation. c. Compare the original questionnaire to the back translated version and adjudicate any discrepancies. <p>10. Maintain a copy of all drafts and final versions of work.</p> <p>11. Package and submit the English and translated copy of the questionnaire, TAAW, PAW, PSYOP product, SCW, and SEM to the supervisor for approval and further action.</p> | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.302

Pretest a PSYOP Product**331-305-0214**

Conditions: Given the requirement to evaluate a PSYOP product prototype, a pretest questionnaire, guidance on the methodology to implement the questionnaire, target audience analysis work sheet (TAAW), product/action work sheet, and access to the specified target audience (TA).

Standards: Conduct the pretest in accordance with the implementation guidance; compile results; and submit the compiled data, raw data, and any remarks or recommendations to the supervisor for review and approval.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Review the TAAW for the TA to be tested. 2. Review the product to be tested. <ol style="list-style-type: none"> a. Gain understanding on how the product is supposed to affect the TA. b. Become familiar with other products in the series. c. Become familiar with the supporting Psychological Operations objective (SPO). 3. Review the survey questionnaire. <ol style="list-style-type: none"> a. Review the questions selected. b. Review types of responses that are required. 4. If an interpreter is needed to support the survey— <ol style="list-style-type: none"> a. Familiarize the interpreter with the population frame of the survey. b. Review the survey questionnaire with the interpreter. 5. Conduct coordination for external assets or support required to conduct the survey. 6. Rehearse conducting the survey. 7. Conduct the pretest. <ol style="list-style-type: none"> a. Maintain a log of all pretest activities. b. Make a copy of all completed surveys. c. Conduct follow-up activities as required by the survey instructions. 8. Compile the data on pretest results. <ol style="list-style-type: none"> a. Organize the data rows by respondent and product number. b. Organize data columns by respondent characteristics and instrument questions. c. Make any necessary charts or graphs from the compiled data. 9. Analyze the pretest findings. <ol style="list-style-type: none"> a. Identify counterarguments from the TA. b. Identify recurring comments/patterns/trends in the results. c. Identify critical/major deficiencies by category. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|-----------|--------------|
| <ul style="list-style-type: none"> (1) Understanding. (Does the TA understand/comprehend the message?) (2) Acceptance. (Is the TA likely to engage in the desired behavior as a result of arguments, appeals, and persuasion technique?) d. Determine the degree to which this particular product or action may motivate or did motivate the respondents to action, counteraction, or inaction. <ul style="list-style-type: none"> (1) Determine any relationships to other PSYOP products/actions within the series. (2) Determine relationships to any unrelated/competing products or events. e. Recommend changes. <ul style="list-style-type: none"> (1) Changes to a product/series. (2) Change to the PSYOP argument. (3) Refinement of TA. f. Summarize results. 10. Make a copy of the raw data gathered. 11. Make a copy of the compiled data. 12. Record any remarks from the survey not captured in the data to include recommendation for acceptance, modification, or cancellation based on observations. 13. Submit the raw and compiled data and any remarks or recommendations to the supervisor. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.302

Posttest a PSYOP Series**331-305-0215**

Conditions: Given the requirement to evaluate the effect of the argument on the intended target audience (TA), the acceptance and availability of a PSYOP series, a posttest questionnaire, pretest results, target audience analysis work sheet, product/action work sheet, series execution matrix, and access to a TA exposed to PSYOP products and/or actions.

Standards: Compile the results of posttesting and submit a summary report to the supervisor for review, approval, and further action.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|-----------|--------------|
| <ol style="list-style-type: none"> 1. Identify the methods to be used for posttesting: <ol style="list-style-type: none"> a. Individual interviews. b. Surveys—survey sampling. <ol style="list-style-type: none"> (1) Probability samples. (2) Nonprobability samples. 2. Conduct the posttest. <ol style="list-style-type: none"> a. Individual interviews. b. Surveys—responsive actions. 3. Compile the data on posttest results. <ol style="list-style-type: none"> a. Exposure. (Has the TA read/heard/seen any of the PSYOP series? To what extent?) b. Understanding. (Are the key messages conveyed by the PSYOP series clearly understood by the TA?) c. Acceptance of the PSYOP argument. (Is the TA likely to engage in the desired behavior as a result of arguments presented in the series?) d. Comments from TA (counterarguments). 4. Analyze the posttest findings. <ol style="list-style-type: none"> a. Identify recurring comments/patterns/trends in the results. b. Identify critical/major deficiencies by the following categories: <ol style="list-style-type: none"> (1) Exposure. (2) Understanding. (3) Acceptance. c. Determine the degree to which the PSYOP series motivates the respondents to action, counteraction, or inaction. d. Recommend changes. <ol style="list-style-type: none"> (1) Changes to a product/series. (2) Change to the PSYOP arguments. (3) Changes to dissemination. (4) Further refinement of TA. e. Summarize results. 5. Recommend acceptance, modification, or cancellation based on analysis. 6. Submit the results to supervisor. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

| Required | Related |
|-------------|-------------|
| FM 3-05.301 | FM 3-05.302 |

**Supervise the Development and Design of Products and Actions
for a PSYOP Series**

331-37A-0476

Conditions: Given the requirement to develop products and actions for a PSYOP series, national security strategy, national military strategy, Joint Psychological Operations Supplement to the Joint Strategic Capabilities Plan, theater security cooperation plan, United States Embassy mission performance plan/expanded-transregional PSYOP program, special PSYOP assessments, special PSYOP studies, the supported unit's mission, the results of the military decision making process, a completed target audience analysis work sheet (TAAW), a series concept work sheet (SCW), a series dissemination work sheet (SDW), and a series execution matrix (SEM).

Standards: Approve product/action work sheets (PAWs) as the framework for product design in a PSYOP series, and approve product prototypes for pretesting.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Review the documents produced during Phase III, Series Development. <ol style="list-style-type: none"> a. Review the SCW. <ol style="list-style-type: none"> (1) Arguments. (2) Media types employed. (3) Number of each media type. (4) Arguments used in each product. (5) Staging of the series. b. Review the SDW. <ol style="list-style-type: none"> (1) Duration of each product's dissemination. (2) Timing of each product and action. (3) Frequency of each product and action. (4) Location of each product and action. (5) Placement of each product and action. (6) Quantity of each product and action. c. Review the SEM. <ol style="list-style-type: none"> (1) Confirm product and action coordination and synchronization. (2) Determine suspense dates for prototypes. (3) Confirm timeline for product development. (4) Confirm series stages and decision points for stage execution. 2. Assign the PAW development tasks in accordance with (IAW) the timeline established on the SEM. 3. Ensure one PAW is completed for each product and action on the SDW. <ol style="list-style-type: none"> a. Ensure that the PAWs are completed IAW the SCW. b. Ensure that the PAW format contains the following information: <ol style="list-style-type: none"> (1) Product number. (2) PSYOP objective. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ul style="list-style-type: none">(3) Supporting PSYOP objective.(4) Series number/related products.(5) Target audience (TA).(6) Arguments/symbols.(7) Media type.(8) Product suspense.(9) Product concept. <p>c. Verify the product concept supports the appropriate supporting arguments and is based upon guidance from the TAAW.</p> <ul style="list-style-type: none">4. Approve the PAWs for product prototype development.5. Supervise the development of PSYOP product prototypes.<ul style="list-style-type: none">a. Ensure the product prototype reflects the proper style and format for the TA.b. Determine if the prototype is within the production capabilities of the supported unit, country team, or PSYOP support element.6. Submit recommended PSYOP actions to the supported unit for coordination, planning, and execution.7. Submit for pretesting/war gaming and make necessary changes.8. Evaluate the results of pretesting.9. Submit final series prototypes to internal review board. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.302

Subject Area 5
Phase V: Approval

Submit a PSYOP Series for Approval

331-37A-0477

Conditions: Given the requirement to obtain approval for PSYOP series/product prototypes in support of ongoing operations, a completed series concept work sheet (SCW), series dissemination work sheet (SDW), series execution matrix (SEM), product/action work sheet (PAW) index, target audience analysis work sheet (TAAW), Psychological Operations transmission matrix (PTM), the supported unit's operation order, the PSYOP tab or appendix, and access to digital information systems.

Standards: Write an executive summary for the series, and staff the PSYOP series through the series approval chain. Obtain authorization to execute series.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ol style="list-style-type: none"> 1. Write an executive summary for the series. This summary describes the series concept for the supported commander. The executive summary should, at a minimum, contain the— <ol style="list-style-type: none"> a. PSYOP objective. b. Target audience. c. Behavior to change (supporting PSYOP objective). d. Media used. e. Military units involved. f. Timeline schedule (stages and decision points for the series in general terms). g. Geographic locations where the series will be executed. h. Following enclosures: <ol style="list-style-type: none"> (1) Enclosure 1 – Executive summary for the series. (2) Enclosure 2 – SEM. (3) Enclosure 3 – PAW index. (4) Enclosure 4 – TAAW. (5) Enclosure 5 – SCW. (6) Enclosure 6 – SDW. (7) Enclosure 7 – PTM. 2. Staff the completed series approval package through the PSYOP approval chain. 3. Conduct information or decision briefings as required to facilitate staffing. 4. Prepare input to the supported unit fragmentary order to the base order. 5. Obtain written authorization to execute PSYOP series. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING

Chapter 3

PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.302

Subject Area 6
Phase VI: Production, Distribution, and Dissemination

Disseminate an Audio Product Using a Loudspeaker System

331-305-0212

Conditions: As a member of a tactical PSYOP team given the requirement to disseminate an audio product utilizing the family of loudspeakers, the supported unit's operation order, the audio product and a loudspeaker system (man-pack or vehicle-mounted), and a specific target audience (TA).

Standards: Occupy and set up a broadcast position, and disseminate the audio product utilizing the loudspeaker system to a selected TA according to the supported commander's intent.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Inventory the system being utilized. <ol style="list-style-type: none"> a. Replace/repair missing/damaged equipment. b. Insert the required number of BA390 rechargeable batteries or BA5590 batteries into the battery box being careful not to damage the socket pins (man-pack system). c. Ensure there are spare batteries for all accessories. 2. Energize the system by turning the toggle switch to the ON position. 3. Operate the system. <ol style="list-style-type: none"> a. Microphone. <ol style="list-style-type: none"> (1) Hold the select button down until the microphone light emitting diode (LED) illuminates, and then release the button. (2) Hold the speaker button down three seconds, listen for a pop, and then release the button. (3) Adjust the volume as needed. (4) Hold the microphone 1 inch from mouth, and speak clearly. b. Cassette/digital media player. <ol style="list-style-type: none"> (1) Hold the select button down until the cassette/auxiliary (AUX) LED illuminates, and then release the button. (2) Ensure the AUX patch cord is connected correctly into the remote. (3) Hold the speaker button down three seconds, listen for a pop, and then release the button. (4) Press play on the media device. (5) Adjust the volume on the remote/device as needed. c. Minidisk player. <ol style="list-style-type: none"> (1) Hold the select button down until the LED illuminates, and then release the button. (2) Ensure the AUX patch cord is connected correctly into the remote. (3) Hold the speaker button down three seconds, listen for a pop, and then release the button. (4) Press play on the minidisk player. (5) Adjust the volume on the remote/device as needed. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>d. Digital voice recorder (DVR) (to record).</p> <ul style="list-style-type: none"> (1) Hold select button down until the DVR indicator illuminates, and then release the button. (2) Hold select button down until the play and record indicator illuminates, and then release the button. (3) Press the record (REC) button down until REC illuminates, and then release the button and begin recording the message. (4) Press REC again to end the message recording. <p>e. DVR (to play back).</p> <ul style="list-style-type: none"> (1) Hold the speaker button down for three seconds, listen for a pop, and then release the button. (2) Hold the select button down until the DVR indicator illuminates, and then release the button. (3) Press and hold play button; message will play. (4) Adjust volume as needed. <p>f. Wail.</p> <ul style="list-style-type: none"> (1) Hold the select button down until the wail LED illuminates, and then release the button. (2) Hold the speaker button down for three seconds, listen for a pop, and then release the button. (3) Adjust the volume as needed. <p>g. Wireless remote.</p> <ul style="list-style-type: none"> (1) Connect the cable from the wireless transmitter to the headset. (2) Connect the locknut end of the receiver cable to the remote receptacle labeled "CASS" (cassette). (3) Connect the other end of the receiver receptacle labeled "OUTLET." (4) Turn the switch on. (5) Adjust the volume as needed. (6) Turn the transmitter audio button on. (7) Speak clearly. <p>4. Prepare for dissemination.</p> <ul style="list-style-type: none"> a. Conduct a sound check of the loudspeaker. b. Ensure that there is a backup copy of the product. c. Participate in supported unit mission rehearsals. <p>5. Disseminate the message.</p> <ul style="list-style-type: none"> a. Move to the broadcast area. b. Ensure that security is set. c. Account for environmental and terrain obstacles (for example, wind, rain buildings, or vegetation) that may affect transmission. d. Broadcast message. <p>6. Look for impact indicators during and after broadcast.</p> <p>7. Recover the loudspeaker system after the broadcast.</p> <p>8. Perform precombat checks.</p> | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>a. Inventory the system.</p> <ul style="list-style-type: none"> (1) Replace missing/damaged equipment. (2) Ensure spare batteries are available for loudspeaker and all accessories. (3) Ensure recorded message plays without error and alternate copy is available. <p>b. Prepare loudspeaker for operation.</p> <ul style="list-style-type: none"> (1) Insert three BA 390 rechargeable or three BA 5590 lithium batteries into the amplifier/battery box being careful to avoid damage to the socket pins. (2) Connect 6-foot speaker cable to the junction box on the speaker array assembly, and then attach speaker cable to the amplifier/battery box. (3) Connect control module assembly to amplifier/battery box with 6-foot control cable. (4) Connect the headset or H250 handset to the microphone/headphone (MIC/HDPH) outlet on the control module. (5) Ensure system is receiving power by turning power switch on the amplifier/battery box to the "ON" position. Note: Lights will flash on control module. <p>c. Perform functions checks of systems components.</p> <ul style="list-style-type: none"> (1) Set volume to its lowest level by holding the "LOW" volume push button on the control module until the "VOLUME" indicator display shows no bars illuminated. (2) Press the "HIGH" volume push button until one bar illuminates in the "VOLUME" indicator display. (3) Press the "FUNCTION" push button and "SELECT" push button until "WAIL" indicator is illuminated, and then release push button. (4) On control module, press "SPK ON/OFF" push button until "SPK ON" indicator illuminates. (5) On control module, press "HIGH" push button until "WAIL" sound is noticed from speakers. (6) Ensure that sound is produced from all speakers on speaker array assembly. (7) Lower volume and turn off system. <p>9. Move to broadcast position.</p> <p>10. Occupy broadcast position.</p> <ul style="list-style-type: none"> a. Team conducts halt prior to entering selected broadcast position. b. Team leader (TL) ensures security is set and moves forward to inspect broadcast position. c. TL checks for the following: <ul style="list-style-type: none"> (1) Presence of threat forces. (2) Concealment from threat observation. (3) Cover from threat fires. (4) Terrain that may interfere with broadcast (buildings, vegetation, and so on). | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>(5) Avenues of approach to broadcast position and routes for evacuation of broadcast position.</p> <p>d. TL determines suitability of broadcast position and calls in coordinates of new location if moving from planned position.</p> <p>e. TL verifies target area of broadcast.</p> <p>f. Assistant team leader (ATL) powers up system and informs the TL that the system is ready.</p> <p>g. Team moves forward into broadcast position and establishes 360-degree security.</p> <p>h. TL assesses environmental factors and distance to target, and directs ATL where to aim the loudspeaker.</p> <p>i. TL informs higher headquarters that team is set and prepared to broadcast.</p> <p>11. Disseminate the message. (Select one method for evaluation.)</p> <p>a. Microphone.</p> <p>(1) Hold the “SELECT” push button down for three seconds, listen for a pop, and then release the button.</p> <p>(2) Hold the “SPK ON/OFF” push button down for three seconds, listen for a pop, and then release the button.</p> <p>(3) Adjust the volume as needed.</p> <p>(4) Hold the microphone or H250 handset one inch from mouth, and speak clearly.</p> <p>(5) Press “LOW” volume push button until all “VOLUME” indicators are extinguished, and press “SPK ON/OFF” push button to turn off speakers.</p> <p>b. Cassette/digital media player.</p> | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.302

Related
FM 3-05.301

Employ an Interpreter**331-305-0204**

Conditions: Given a mission to communicate with a member of the target audience (TA) in a foreign language, a pool of qualified interpreters, the supported unit's plan, PSYOP tabs or appendix, and an operation order.

Standards: Employ an interpreter from the available unit pool of interpreters. Make the selection based upon language skills, intellect, technical ability, reliability, and loyalty. Integrate the interpreter into the team prior to mission execution.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|-----------|--------------|
| <ol style="list-style-type: none"> 1. Screen the unit's pool of interpreters using the following guidelines. <ol style="list-style-type: none"> a. Language skill. <ol style="list-style-type: none"> (1) Ensure the interpreter is a native speaker. (2) Check for the interpreter's English fluency. b. Intellect. <ol style="list-style-type: none"> (1) Identify education level of the interpreter. (2) Determine level of alertness and ability to grasp concepts easily and quickly. c. Technical ability: Ensure that the interpreter has knowledge on the areas critical to the mission's success. d. Reliability/loyalty. <ol style="list-style-type: none"> (1) Stress local concept of time. (2) Ensure the interpreter does not present a risk to operational security (local/nonlocal). <ol style="list-style-type: none"> (a) Monitor interpreter for hidden agenda. (Use a second interpreter for checks and balances.) (b) Allow access to only mission-essential information. 2. Integrate the interpreter into the element. <ol style="list-style-type: none"> a. Build rapport with interpreter. <ol style="list-style-type: none"> (1) Obtain information from interpreter pool manager. (2) Avoid overaggression when dealing with interpreter. (3) Use tact when communicating with the interpreter. (4) Acknowledge the interpreter's importance and skill. b. Training/orientation of the interpreter. <ol style="list-style-type: none"> (1) Stress the following during this step: <ol style="list-style-type: none"> (a) Importance of the training/interview. (b) Specific objectives of the encounter/mission. (2) Provide an outline of interview session (questions). (3) Provide a timeline to the interpreter for the mission. (4) Provide a copy of the intended message to the interpreter. (5) Give copies of handout material/products to the interpreter. (6) Give general background information on subject. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ul style="list-style-type: none"> (7) Provide glossary of specialized technical terms to the interpreter. c. Implement force protection. <ul style="list-style-type: none"> (1) Alternate work schedules for interpreters to prevent patterns of movement. (2) Give instructions on antiterrorism and force protection. (3) Ensure interpreter has appropriate uniform and personal protection equipment (helmet, body armor, gloves, and protective mask). (4) Give instructions on use of communications equipment. d. Premission planning. <ul style="list-style-type: none"> (1) Select appropriate site (and setup) for encounter. (2) Instruct interpreter to mirror your tones and reactions (interpreter's personal interjections can jeopardize the mission). (3) Select method for speaking through the interpreter (simultaneous or alternating). (4) Instruct interpreter to relay all questions asked by the TA immediately during the session. (5) Concentrate on building rapport between Soldier, interpreter, and TA. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are up. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show that is actually UNCLASSIFIED, for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.302

Related

Plan a Face-to-Face Communication Mission**331-305-0225**

Conditions: Given a requirement to conduct face-to-face dissemination; a team (comprised of interpreter, recorder, and security element); scenario that outlines location, approved Psychological Operations objectives (POs), supporting Psychological Operations objectives (SPOs), PSYOP series, or PSYOP tab or appendix; public affairs officer (PAO) talking points; local situation; target audience (TA) analysis work sheet; and the face-to-face encounter outline (FFEO).

Standards: Plan a mission to conduct face-to-face communication to convey a PSYOP argument and prepare the plan on an FFEO.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Begin planning. <ol style="list-style-type: none"> a. Review information and intelligence for the local area. b. Determine if there are known key communicators near dissemination location. c. Request security element from the supported unit (theater-specific requirements should be taken into account for the scenario). d. Issue warning order. e. Select TA if not assigned. f. Determine dissemination location (if not assigned). g. Review PAO-approved talking points. h. Review priority intelligence requirements (PIRs) and information requirements (IRs). i. Select primary and alternate routes into and out of the dissemination location. j. Designate team member roles. k. Determine security posture prior to mission (team leader, assistant team leader, and assigned security element). 2. Outline the face-to-face encounter. <ol style="list-style-type: none"> a. Determine the SPO that is to be addressed. b. Select arguments to be used. c. Select rapport-building technique. d. Outline presentation of the main and supporting arguments to the TA. e. War-game possible questions or objections that may arise with the entire team. f. Determine answers to questions or concerns that may arise during the face-to-face meeting. <p>Note: Refer to task number 331-305-0212 for field interview techniques.</p> <ol style="list-style-type: none"> 3. Develop the plan and outline methods for closing the meeting. <ol style="list-style-type: none"> a. Actions taken if the encounter goes well. b. Actions taken if the encounter goes poorly. c. Actions taken if threat level increases. 4. Complete an FFEO. | | |

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References

| Required | Related |
|-------------|-------------|
| FM 3-05.302 | FM 3-05.301 |

Plan an Aerial Dissemination Mission**331-305-0227**

Conditions: Given a target area, current winds aloft information, applicable maps, computation tables, a blank leaflet work sheet, and a protractor.

Standards: Compute a leaflet drop in accordance with the performance measures and FM 3-05.301, *Psychological Operations Process Tactics, Techniques, and Procedures*, Appendix C, and submit results to supervisor.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ol style="list-style-type: none"> 1. Determine the supported commander's intended target area coverage. <ol style="list-style-type: none"> a. Coordinate through supported S-3 for aircraft for air operations. b. Identify location of targets. c. Recommend type of dissemination platform (should be organic to the supported unit). d. Obtain winds aloft data every 1,000 feet up to 10,000 and every 2,000 feet thereafter up to the proposed drop altitude. e. Identify desired density (between 10 and 30 per 100 meters squared depending on terrain and population). f. Identify collateral considerations. <ol style="list-style-type: none"> (1) National boundaries. (2) No-fly zones. (3) Water. (4) Friendly areas. 2. Complete the leaflet calculation work sheet. <ol style="list-style-type: none"> a. Determine SIZE of leaflet, and record on the work sheet. b. Determine WEIGHT OF PAPER, and record on the work sheet. c. Determine if AUTOROTATOR or not, and record on the work sheet. d. Determine LEAFLETS PER POUND, and record on the work sheet. e. Determine GROUND RATE OF DESCENT, and record on the work sheet. f. Determine CLOUD SPREAD FACTOR, and record on the work sheet. g. Determine number of leaflets in mission. h. Determine from ground zero of target area up to the function point (FP) release altitude of leaflets, altitude, descent rate, wind speed, drift (volume x wind speed), and azimuth for every significant change in WIND DRIFT data from the most current winds aloft report, and record on the work sheet. i. Identify center of target area on the map, and mark with an "X." j. Place the center of the protractor over the "X" in correct grid-magnetic (G-M) angle alignment, and then begin plotting drift distance in nautical miles from the lowest to highest altitude "end to end" until the FP is reached. This will give you a "leaflet drift line." | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>k. Mark rate of descent along the leaflet drift line in 2,000-foot increments down to 10,000 feet and 1,000-foot increments thereafter, ensuring no obstacles block the descent to the target area.</p> <p>l. Draw a straight line from the "X" to the FP, measure in nautical miles, and record this distance and the azimuth as NET DRIFT on the work sheet.</p> <p>m. Draw a straight line perpendicular from the net drift line to the farthest point on the leaflet drift line. Measure in nautical miles, and record as MAXIMUM DEVIATION on the work sheet.</p> <p>n. Use the formulas on the work sheet to determine MAJOR AXIS and MINOR AXIS, and record.</p> <p>o. Along the net drift line, plot half the distance of the major axis to both sides of the "X" and mark with two dots.</p> <p>p. Draw a line perpendicular to the net drift line through the "X," plot half the distance of the minor axis on both sides of the "X," and mark with two dots.</p> <p>q. Draw a rough oval connecting the four dots. This is a general ground pattern where the leaflets should fall.</p> <p>r. Calculate the AREA using the formula on the work sheet, and record.</p> <p>s. Calculate the MEAN DENSITY using the formula on the work sheet, and record.</p> <p>t. Calculate DENSITY from the formula on the work sheet, and record.</p> <p>u. Increase/decrease quantity of leaflets or altitude to vary leaflet density and area covered.</p> <p>3. Plan the aerial dissemination.</p> <p>a. Coordinate with supported unit logistics officer (J/G/S-4) and higher troop program unit for delivery of products.</p> <p>b. Submit leaflet drop release points.</p> <p>c. Coordinate flight routes, release points, and flight altitudes with supported unit J/G/S-3 air, fire support element, and supporting aviation element.</p> <p>d. Develop the concept of operations.</p> <p>4. Submit the plan to supervisor for approval.</p> | | |

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References

Required
FM 3-05.301

Related
FM 3-05.302

Subject Area 7
Phase VII: Evaluation

Report PSYOP-Relevant Information

331-305-0213

Conditions: Given the requirement to report all gathered PSYOP-relevant information, a prescribed report format, and a reporting chain.

Standards: Compile and submit report to supervisor for review and approval.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|-----------|--------------|
| <p>Note: All PSYOP elements report their activities and all PSYOP-relevant information daily using a Psychological Operations report (PSYREP). The results from polling, interviews, focus groups, and completed PSYOP assessments are included as attachments to the PSYREP.</p> <ol style="list-style-type: none"> 1. Determine the appropriate reporting format from the following choices: <ol style="list-style-type: none"> a. Supported unit format. b. PSYREP. c. Spot report. 2. Review all the PSYOP-relevant information. <ol style="list-style-type: none"> a. Categorize the information by priority. b. Annotate sources of information. c. Annotate date of information. 3. Compile the information and write the report. 4. Review the report for— <ol style="list-style-type: none"> a. Accuracy: Accurately reflect the information obtained (who, what, where, when, and why). b. Clarity: Use simple sentences and understandable language. Use spell check and grammar check. c. Coherence: Present the information in a logical pattern based on standard reporting formats. d. Completeness: Report all information collected. e. Timeliness: Report information as soon as operationally feasible. f. Classification and caveats. 5. Submit the report to supervisor. 6. Maintain an archive of all reports. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Chapter 3

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.302

Related
FM 3-05.301

Conduct a PSYOP-Relevant Interview**331-305-0217**

Conditions: Given a requirement to conduct an interview to obtain PSYOP-relevant information, interpreter support, a list of questions, purpose for gathering the information, biographical information of the interviewee, PSYOP-relevant information requirements (IRs), priority intelligence requirements (PIRs), note-taking materials, access to the interviewee, recorder or assistant, and security.

Standards: Gather PSYOP-relevant information by using interpersonal communication skills. Use the schedule of questions and control the interview. Compile notes into a report and submit report to the supervisor.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Plan for the interview. <ol style="list-style-type: none"> a. Review the purpose of the interview. b. Review the current situation in the operational area. c. Review the appropriate target audience analysis work sheet and/or biographical information on the interviewee. d. Coordinate for interpreter support (task number 331-305-0204). e. Review all PIR/IRs. f. Identify which PIR/IRs are likely to be answered during the interview. g. Review the list of questions to use during the interview. h. Select a location for the interview. The interview should occur outside the hearing and view of third parties and should be reasonably secure. i. Conduct reconnaissance of interview location at the same time of the day and the same day of the week proposed for the interview. 2. Prepare the interview. <ol style="list-style-type: none"> a. Review sequence of questions to be used. b. Select a primary and secondary approach technique. c. Consider the purpose of the interview and review the following interview characteristics for adoption into the overall interview method. <p>Survey Interview Characteristics</p> <ol style="list-style-type: none"> (1) It has a clear beginning and end. (2) The same standard questions are asked of all respondents in the same sequence. (3) The interviewer appears neutral at all times. (4) The interviewer asks questions and the respondent answers. (5) The interview is almost always with one respondent alone. (6) The interview has a professional tone and businesslike focus; diversions are ignored. (7) Closed-ended questions are common with rare probes. (8) The interviewer alone controls the pace and direction of interview. (9) The social context in which the interview occurs is ignored and assumed to make little difference. (10) The interviewer attempts to mold the communication pattern into the standard framework. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>Field Interview Characteristics</p> <p>(1) The beginning and end are not clear; the interview can be picked up later.</p> <p>(2) The questions and the order in which they are asked are tailored to specific people and situations.</p> <p>(3) The interviewer shows interest in responses and encourages elaboration.</p> <p>(4) The interview is like a friendly conversational exchange, but with more interviewer questions.</p> <p>(5) The interview can occur in a group setting or with others in the area, but varies.</p> <p>(6) The interview is interspersed with jokes, asides, stories, diversions, and anecdotes that are recorded.</p> <p>(7) Open-ended questions are common, and probes are frequent.</p> <p>(8) The interviewer and interviewee jointly control the pace and direction of the interview.</p> <p>(9) The social context of the interview is noted and seen as important for interpreting the meaning of responses.</p> <p>(10) The interviewer adjusts to the interviewee's norms and language usage.</p> <p>d. Identify method or methods of recording to be used.</p> <p>e. Obtain supporting materials needed for the interview (product prototypes).</p> <p>f. Conduct rehearsal with all support personnel at the proposed location, if possible.</p> <p>g. Conduct backbrief of mission.</p> <p>3. If possible, set up the interview site prior to the interviewee arriving.</p> <p>4. Conduct the interview.</p> <p>a. Implement the selected approach technique.</p> <p>b. Use the appropriate characteristics for the interview type.</p> <p>c. Record interview.</p> <p>5. Clarify any unclear responses prior to ending the interview.</p> <p>6. Identify the appropriate time to end the interview.</p> <p>a. Reinforce the approach strategy.</p> <p>b. Coordinate for future interviews as appropriate.</p> <p>7. Prepare the report.</p> <p>a. Gather all records of the event.</p> <p>b. Review all records for PSYOP-relevant information, PIRs, and IRs.</p> <p>(1) Categorize the information by priority.</p> <p>(2) Note sources of information.</p> <p>(3) Note date of information.</p> <p>c. Compile the information and write the report.</p> | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>d. Review the report for—</p> <ul style="list-style-type: none"> (1) Accuracy: Accurately reflect the information obtained (who, what, where, when, and why). (2) Clarity: Use simple sentences and understandable language. Use spell check and grammar check. (3) Coherence: Present the information in a logical pattern based on standard reporting formats. (4) Completeness: Report all information collected. (5) Timeliness: Report information as soon as operationally feasible. (6) Classification and caveats. <p>8. Maintain a copy of the report.</p> <p>9. Submit the report to supervisor.</p> | | |

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References

| Required | Related |
|-------------|-------------|
| FM 3-05.302 | FM 3-05.301 |

Monitor Target Audience Behavior on a PSYOP Assessment Matrix**331-305-0240**

Conditions: Given the requirement to monitor target audience (TA) behavior change, associated spontaneous events, external influences, a blank Psychological Operations assessment matrix (PAM), series concept work sheets, a series execution matrix, intelligence reports, PSYOP-relevant information, and impact indicators.

Standards: Record impact indicators, spontaneous events, and external influences on a PAM for each TA within a supporting Psychological Operations objective (SPO).

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|-----------|--------------|
| <ol style="list-style-type: none"> 1. Set up the PAM. <ol style="list-style-type: none"> a. List the Psychological Operations objective (PO). b. List the SPO under the associated PO. c. List the assessment criteria for the SPO, and determine frequency to record impact indicators: <ol style="list-style-type: none"> (1) Daily. (2) Weekly. (3) Monthly. d. List all TAs being assessed. 2. Ensure the PSYOP assessment criteria are submitted for inclusion in the supported unit's intelligence collection plan. 3. Record the impact indicators for each TA at appropriate intervals as the information becomes available. (Note: Adjust intervals as necessary based upon frequency of incoming impact indicators.) 4. Record the spontaneous events that may impact a TA's behavior (positive, negative, or neutral) during each assessment period. <ol style="list-style-type: none"> a. Review actionable intelligence. b. Review situation reports. 5. Record the external influences that may impact a TA's behavior. <ol style="list-style-type: none"> a. Friendly actions (for example, increased coalition-present patrols). b. Neutral actions (for example, national holiday). c. Hostile actions (for example, increased interethnic violence). 6. Electronically file per unit standing operating procedure. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

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that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.302

Evaluate the Effectiveness of a PSYOP Series**331-37A-0490**

Conditions: Given the requirement to evaluate the effectiveness of a PSYOP series by measuring behavior change in a target audience (TA), the results of series posttesting, a series execution matrix (SEM), and a completed Psychological Operations assessment matrix (PAM).

Standards: Complete the PSYOP evaluation report/summary to include the header, summary of results, PSYOP supporting program/series information, behavior trends, relevant spontaneous events, review of posttesting, conclusion, and suggested actions.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|-----------|--------------|
| <ol style="list-style-type: none"> 1. Fill out the header information. <ol style="list-style-type: none"> a. Psychological Operations objective (PO). b. Supporting Psychological Operations objective (SPO). c. TA. d. PSYOP series. e. Period of evaluation. f. Date of report. 2. Write a statement summarizing evaluation results. 3. Summarize the details of PSYOP series execution (as per the SEM). <ol style="list-style-type: none"> a. Execution timeline. b. TA. c. Media types. d. Dissemination area. 4. Document the behavior trends for the targeted behavior. <ol style="list-style-type: none"> a. Review impact indicators. b. Calculate change from periodic time sets (week, month, quarter). c. Document overall behavior change during assessment period. 5. List the relevant spontaneous events affecting behavior from the PAM. 6. Summarize the results of series posttesting. <ol style="list-style-type: none"> a. Exposure. b. Understanding. c. Acceptance. 7. Write the conclusions. <ol style="list-style-type: none"> a. Determine progress toward the SPO. b. Estimate impact of the PSYOP series on TA behavior. c. Explain how spontaneous events influenced the TA behavior. d. Make recommendations. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR

TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.302

Subject Area 8
Supporting Critical Tasks

Analyze Propaganda Using the SCAME Approach

331-305-0207

Conditions: Given an original copy of a propaganda product and a translated copy; related spot reports; related message, audience, reaction/response, carrier, and origin (MARCO) reports; related situation reports; and access to open-source information, classified information, and current intelligence.

Standards: Analyze the propaganda product employing the source, content, audience, media, and effect (SCAME) sequential approach to better facilitate the supported unit's counterpropaganda effort. Record the data or "unknown" for each item in the unit's standardized format. Submit to supervisor for review and approval.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <ol style="list-style-type: none"> 1. Identify the source of the propaganda. <ol style="list-style-type: none"> a. Identify the actor, the authority, and the author of the propaganda. b. Identify dissemination source. c. Determine the credibility of each element of the source with the target audience. d. Identify proper classification of the document (SCAME work sheet). 2. Analyze the propaganda message content. <ol style="list-style-type: none"> a. Identify the objective of the message. b. Identify the arguments used. c. Analyze the morale of the source (high/low). d. Analyze any involuntary information in the message (news, opinions, and entertainment). e. Analyze any biographical information in the message. f. Analyze any economic information in the message with verified information to reveal possible problems. g. Analyze propaganda inconsistencies that may reveal source conditions. h. Conclude the intent/agenda of the source. 3. Identify the propaganda message audience. <ol style="list-style-type: none"> a. List the apparent audiences. <ol style="list-style-type: none"> (1) List the audience's reaction to the message. (2) List probable reasons each apparent audience was targeted. b. Determine the intermediate audience. <ol style="list-style-type: none"> (1) Determine each intermediate audience's reaction to the message. (2) Determine the reason each intermediate audience was targeted. c. Determine the unintended audience. <ol style="list-style-type: none"> (1) Determine each unintended audience's reaction to the message. (2) Determine the reason each unintended audience was targeted. d. Determine the ultimate audience. <ol style="list-style-type: none"> (1) Determine each ultimate audience's reaction to the message. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <p>(2) Determine the reason each ultimate audience was targeted.</p> <p>4. Analyze the media conveying the propaganda message.</p> <ul style="list-style-type: none"> a. Identify method of dissemination. b. Determine transmission mode. <ul style="list-style-type: none"> (1) Determine if overt. (2) Determine if covert. c. Determine frequency of dissemination. d. Identify placement of the propaganda within a medium. e. Identify or conclude place of origin. f. Classify technical characteristics. <ul style="list-style-type: none"> (1) Identify frequency. (2) Identify modulation. (3) Identify signal strength. (4) Identify retransmission station. (5) Determine number of pages. (6) Determine quality of paper. (7) Determine print quality. (8) Identify color/black and white. <p>5. Analyze the propaganda message effectiveness.</p> <ul style="list-style-type: none"> a. Use the following information in analysis: <ul style="list-style-type: none"> (1) Determine target audience responsive actions. (2) Analyze participant reports. (3) Analyze observer commentaries. b. Evaluate the information gathered from responsive actions, participant reports, and observer commentaries. <p>6. Submit to supervisor for review and approval.</p> | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.302

Report Propaganda Using the Spot Report Format

331-305-0208

Conditions: Given the requirement to report randomly encountered propaganda and a means of communication.

Standards: Conduct rapid reporting of propaganda employing the eleven-line spot report format in sequence, using the prescribed format report data or “unknown” for each item.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|-----------|--------------|
| <ol style="list-style-type: none">1. Report line 1, state date and time in date-time group (DTG) format (Example, 041345RJUL07).2. Report line 2, state unit call sign.3. Report line 3, state type of enemy propaganda found.4. Report line 4, state the propaganda message.5. Report line 5, state location where reporting unit found the propaganda using the universal transverse mercator (UTM) or 8-digit grid coordinate with military grid reference system (MGRS) grid zone designator.6. Report line 6, state the apparent origin of the propaganda or “unknown.”7. Report line 7, state the time propaganda was found, using the DTG format.8. Report line 8, state probable equipment needed to produce propaganda.9. Report line 9, state sender’s assessment of target audience (TA) reaction to the message.10. Report line 10, state overall sender’s assessment of situation and any clarification of report.11. Report line 11, state authentication. | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.301

Related
FM 3-05.302

Assess Propaganda Effects Using the MARCO Format**331-305-0209**

Conditions: Given an original copy of a propaganda product and a translated copy; related spot reports; related message, audience, reaction/response, carrier, and origin (MARCO) reports; related situation reports; and access to open-source information, classified information, and current intelligence.

Standards: Assess propaganda effects upon the audience employing the MARCO sequential approach. Record data or “unknown” for each item in the prescribed format. Submit to supervisor for review and approval.

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|---|----|-------|
| <ol style="list-style-type: none"> 1. Identify the propaganda message. <ol style="list-style-type: none"> a. What does the propaganda say to do? b. What is the objective of the message? c. What, if any, persuasive argument is used? d. What is the morale of the source? e. Analyze any involuntary information in the message (news, opinions, and entertainment). f. Analyze any biographical information in the message. g. Analyze any economic information in the message. h. Determine propaganda inconsistencies and inaccuracies. i. Obtain geographic information. 2. Determine the propaganda message audience. <ol style="list-style-type: none"> a. List apparent audiences. <ol style="list-style-type: none"> (1) Determine each apparent audience’s perception of the message. (2) Determine the reason each apparent audience was selected. b. Determine the intermediate audience. <ol style="list-style-type: none"> (1) Determine each intermediate audience’s perception of the message. (2) Determine the reason each intermediate audience was selected. c. Determine unintended audience. <ol style="list-style-type: none"> (1) Determine each unintended audience’s perception of the message. (2) Determine the reason each unintended audience was selected. d. Determine the ultimate audience. <ol style="list-style-type: none"> (1) Determine each ultimate audience’s perception of the message. (2) Determine the reason each ultimate audience was selected. 3. Determine the target audience’s (TA’s) response to assess propaganda message effectiveness. <ol style="list-style-type: none"> a. Use the following information in analysis: <ol style="list-style-type: none"> (1) Determine TA response/reactions. (2) Analyze participant reports. (3) Analyze observer commentaries. b. Evaluate the information gathered from responsive actions, participant reports, and observer commentaries. | | |

| TASK STEPS AND PERFORMANCE MEASURES | GO | NO-GO |
|--|----|-------|
| <p>4. Analyze the carrier, the media conveying the propaganda message.</p> <ul style="list-style-type: none"> a. Track frequency (how often) of dissemination. b. Determine placement (position) of the propaganda within a medium. c. Identify place of origin. d. Classify technical characteristics; for example: <ul style="list-style-type: none"> (1) Identify frequency. (2) Identify modulation. (3) Identify signal strength. (4) Identify retransmission station. (5) Determine number of pages. (6) Determine quality of paper. (7) Determine print quality. (8) Identify color/black and white. e. Determine method of dissemination. f. Determine transmission mode. <ul style="list-style-type: none"> (1) Determine if overt. (2) Determine if covert. <p>5. Identify the originator of the propaganda message.</p> <ul style="list-style-type: none"> a. Determine the actor (person or entity presenting the message), the authority (person or entity in whose name the statement is made), and the author (person or entity who initiates the message) of the propaganda. b. Identify dissemination source. <ul style="list-style-type: none"> (1) Government agencies. (2) Police. (3) Political parties. (4) Mass media. (5) Military organizations. (6) Hired personnel. (7) Volunteers. (8) International media. (9) Underground networks. c. Determine the credibility of each element of the source. <p>6. Submit to supervisor for review and approval.</p> | | |

Evaluation Preparation: Setup: Provide the Soldier with adequate training and testing facilities, sufficient time to review the task materials, pencil, paper, and needed resources. If computers are used for the evaluation, ensure they have connectivity to the Internet and that target Web sites are accessible. If SECRET Internet Protocol Router Network (SIPRNET) access is notional for an evaluation, provide a hard-copy product clearly marked to show classification guidance; for example, CLASSIFIED FOR TRAINING ONLY, UNCLASSIFIED SAMPLE, or CLASSIFICATION MARKINGS FOR TRAINING PURPOSES ONLY. If classified sources are used, ensure SIPRNET connectivity and a secure training site are available.

Evaluation Guidance: Score the Soldier GO if all task steps/performance measures are passed. Score the Soldier NO-GO if any task step/performance measure is failed. If the Soldier scores NO-GO, ensure that the Soldier understands his deficiencies and how to correct them. Allow sufficient time for the Soldier to receive retraining, make the necessary corrections, and be retested on the material covered.

References

Required
FM 3-05.302

Related
FM 3-05.301

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Appendix A

Specific Job Summaries and Resources

1. General. Psychological Operations (PSYOP) specialists should complete normal education and training requirements to advance and develop themselves professionally and personally. Professional development for 37Fs involves the typical duty positions listed below.

a. Sergeant (E-5)

- (1) PSYOP Sergeant (Regional/Tactical)
- (2) Team Leader
- (3) Assistant Team Chief (Tactical)
- (4) Ranger Assistant Team Chief
- (5) Company Training NCO
- (6) PSYOP Sergeant (On Staff)

b. Staff Sergeant (E-6)

- (1) Team Chief (Tactical/Regional)
- (2) Ranger Team Chief
- (3) USAJFKSWCS PSYOP Instructor
- (4) USAJFKSWCS BNCOC Instructor
- (5) Western Hemispheric Institute for Security Cooperation (WHISC) Instructor
- (6) Drill Sergeant
- (7) Recruiter
- (8) Active Army/USAR Advisor
- (9) Battalion/Group Staff NCO
- (10) Regional PSYOP Planner
- (11) Joint Military Information Support Command (JMISC) NCO
- (12) United States Army Special Operations Command (USASOC)/United States Army Civil Affairs and Psychological Operations Command (USACAPOC) Staff NCO

c. Sergeant First Class (E-7)

- (1) Detachment Sergeant (Tactical/Regional)
- (2) Product Development Company Noncommissioned Officer in Charge (NCOIC)
- (3) Tactical Psychological Operations Development Detachment/Tactical Psychological Operations Detachment Sergeant
- (4) Ranger Detachment Sergeant
- (5) Senior Instructor, USAJFKSWCS
- (6) Senior Instructor, WHISC
- (7) Special Operations Recruiting Battalion Recruiter
- (8) Senior PSYOP Sergeant (Tactical/Operational)
- (9) Staff Operations NCO
- (10) Regional PSYOP Planner
- (11) Brigade Combat Team PSYOP Staff NCO
- (12) Senior PSYOP Sergeant (Division/Corps/Army/Joint Staff)
- (13) NCO Academy Branch Chief
- (14) JMISC NCO
- (15) Doctrine Writer, USAJFKSWCS
- (16) Senior Drill Sergeant
- (17) USASOC/USACAPOC Staff NCO
- (18) USAR Advisor
- (19) Observer/Controller (OC), Joint Readiness Training Center (JRTC)

Appendix A

- (20) Career Management Field (CMF) Assignment Manager
- (21) Equal Opportunity NCO

d. Master Sergeant/First Sergeant (E-8)

- (1) Battalion-Level or Higher Operations NCOIC
- (2) Regional PSYOP Planner
- (3) Division/Corps PSYOP Planner
- (4) Stryker Brigade Combat Team PSYOP Staff NCO
- (5) JMISC NCO
- (6) Special Assignment (Other Government Agency)
- (7) Senior Active Army/USAR Advisor
- (8) Senior Observer/Controller, JRTC
- (9) Senior PSYOP Instructor
- (10) Senior Doctrine Writer
- (11) Corps Senior PSYOP Staff NCO
- (12) CMF Career Manager
- (13) Company First Sergeant (Lateral Appointment)
- (14) Advanced Individual Training First Sergeant
- (15) USASOC/USACAPOC Staff NCO

e. Sergeant Major (SGM)/Command Sergeant Major (CSM) (E-9)

- (1) Group Operations SGM
- (2) Senior PSYOP SGM, United States Special Operations Command
- (3) Battalion CSM
- (4) Group CSM
- (5) JMISC SGM
- (6) Division/Corps Senior PSYOP Staff NCO
- (7) Army Service Component Commander PSYOP Planner
- (8) J-39 PSYOP Planner
- (9) USAJFKSWCS NCO Academy Chief Instructor
- (10) United States Army Sergeant Majors Academy Instructor
- (11) Joint Psychological Operations Task Force SGM

2. Resources. PSYOP specialists should use the references and resources normally available within the unit and those used for resident and nonresident schooling. The noninclusive list of reference publications in this manual provides a ready source of information for further study and professional development.

Appendix B

PSYOP Reading List

This reading list is provided for the convenience of the individual Soldier. When senior NCOs develop their unit reading programs, they should choose books or other reading material that will support their critical METL, unit training programs, and the professional development of their Soldiers. The intention of the reading list is to give a starting point from which to proceed with the development of a unit or individual reading program. This reading list is only a part of continuing professional education and development. The list is not all-inclusive, and Soldiers are free to choose other material that better fits their individual programs.

PSYCHOLOGICAL OPERATIONS — BOOKS

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- Daugherty, William E. and Morris Janowitz, *A Psychological Warfare Casebook*. Baltimore, MD: John Hopkins University Press Reprints/Arno Press, 1979.
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- Tayacban, *Psychological Operations in Guerrilla Warfare*, New York, Vintage Books, 1985.
- United States Department of Defense, *Conduct of the Persian Gulf War: Final Report to Congress*, Washington, United States Department of Defense, 1992. 3 volumes.
- Psychological Operations, Volume II*: pp. J-20–J-23.
- Psychological Operations Impact*, pp. 186–188.
- Waller, Douglas C., *The Commandos: The Inside Story of America’s Secret Soldiers*, New York, Simon & Schuster, 1994, “Psyops,” pp. 284–301.

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GLOSSARY

Section I - Acronyms and Abbreviations

| | |
|---------------|--|
| 1SG | first sergeant |
| AIT | advanced individual training |
| AM | amplitude modulation |
| ANCOC | advanced noncommissioned officer course |
| AO | area of operations |
| ATL | assistant team leader |
| AUX | auxiliary |
| BNCOC | basic noncommissioned officer course |
| CCDR | combatant commander |
| CCIR | commander's critical information requirement |
| C/E | cause and effect |
| CMF | career management field |
| COA | course of action |
| COG | center of gravity |
| CSM | command sergeant major |
| DA | Department of the Army |
| DEPORD | deployment order |
| DTG | date-time group |
| DVR | digital voice recorder |
| E-5 | sergeant |
| E-6 | staff sergeant |
| E-7 | sergeant first class |
| E-8 | master sergeant/first sergeant |
| E-9 | sergeant major/command sergeant major |
| EPW | enemy prisoner of war |

Glossary

| | |
|--------------|---|
| FFEO | face-to-face encounter outline |
| FM | field manual; frequency modulation |
| FP | function point |
| G-1 | Assistant Chief of Staff, Personnel |
| G-2 | Assistant Chief of Staff, Intelligence |
| G-3 | Assistant Chief of Staff, Operations and Plans |
| G-4 | Assistant Chief of Staff, Logistics |
| G-5 | Assistant Chief of Staff, Civil Affairs |
| G-6 | Chief Information Officer/Director, Information Systems for Command, Control, Communications, and Computers |
| G-7 | Assistant Chief of Staff, Information Operations |
| GCC | geographic combatant commander |
| HN | host nation |
| HQ | headquarters |
| HSC | headquarters and support company |
| IAW | in accordance with |
| IO | information operations |
| IPB | intelligence preparation of the battlefield |
| IR | information requirement |
| ISR | intelligence, surveillance, and reconnaissance |
| J-1 | manpower and personnel directorate of a joint staff |
| J-2 | intelligence directorate of a joint staff |
| J-3 | operations directorate of a joint staff |
| J-4 | logistics directorate of a joint staff |
| J-5 | plans directorate of a joint staff |
| J-6 | communications systems directorate of a joint staff |
| JCS | Joint Chiefs of Staff |
| JFC | joint force commander |
| JMISC | Joint Military Information Support Command |

| | |
|----------------|---|
| JPAS | Joint Personnel Adjudication System |
| JRTC | Joint Readiness Training Center |
| LED | light emitting diode |
| MARCO | message, audience, reaction/response, carrier, and origin |
| MDMP | military decision making process |
| METL | mission-essential task list |
| MGRS | military grid reference system |
| MOS | military occupational specialty |
| MTP | mission training plan |
| NCO | noncommissioned officer |
| NCOIC | noncommissioned officer in charge |
| NIPRNET | Nonsecure Internet Protocol Router Network |
| OPLAN | operation plan |
| OPORD | operation order |
| PAM | Psychological Operations assessment matrix |
| PAO | public affairs officer |
| PAW | product/action work sheet |
| PE | preparation of the environment |
| PIR | priority intelligence requirement |
| PO | Psychological Operations objective |
| POTF | Psychological Operations task force |
| PSE | Psychological Operations support element |
| PSYACT | Psychological Operations action |
| PSYOP | Psychological Operations |
| PSYREP | Psychological Operations report |
| PTA | potential target audience |
| PTAL | potential target audience list |
| PTM | Psychological Operations transmission matrix |

Glossary

| | |
|----------------|---|
| PTO | Psychological Operations targeting objective |
| REC | record |
| S-1 | personnel staff officer |
| S-2 | intelligence staff officer |
| S-3 | operations staff officer |
| S-4 | logistics staff officer |
| S-5 | plans staff officer |
| S-6 | command, control, communications, and computer operations officer |
| S-7 | information operations officer |
| SCAME | source, content, audience, media, and effect |
| SCW | series concept work sheet |
| SDW | series dissemination work sheet |
| SEM | series execution matrix |
| SGM | sergeant major |
| SIPRNET | SECRET Internet Protocol Router Network |
| SM | Soldier's manual |
| SMCT | Soldier's Manual of Common Tasks |
| SOP | standing operating procedure |
| SOR | statement of requirements |
| SPO | supporting Psychological Operations objective |
| SSD | strategic studies detachment |
| ST | special text |
| STP | Soldier training publication |
| SW | short wave |
| TA | target audience |
| TAA | target audience analysis |
| TAAW | target audience analysis work sheet |
| TG | trainer's guide |

| | |
|-------------------|---|
| TL | team leader |
| TV | television |
| U.S | United States |
| USACAPOC | United States Army Civil Affairs and Psychological Operations Command |
| USAFRICOM | United States Africa Command |
| USAJFKSWCS | United States Army John F. Kennedy Special Warfare Center and School |
| USAR | United States Army Reserve |
| USASOC | United States Army Special Operations Command |
| USCENTCOM | United States Central Command |
| USEUCOM | United States European Command |
| USPACOM | United States Pacific Command |
| USSOUTHCOM | United States Southern Command |
| UTM | universal transverse mercator |
| WHISC | Western Hemispheric Institute for Security Cooperation |

Section II - Terms

accessibility

The availability of an audience for targeting by Psychological Operations.

cause-and-effect analysis

A cognitive behavioral model designed to identify the motivations and consequences of the target audience's current behavior.

Civil Affairs

Designated Active and Reserve component forces and units organized, trained, and equipped specifically to conduct Civil Affairs operations and to support civil-military operations.

conditions

The existing elements that affect a target audience's behavior. Conditions can be external, such as situations and events, or internal, such as values, beliefs, and attitudes.

critical information

Specific facts about friendly intentions, capabilities, and activities vitally needed by adversaries for them to plan and act effectively so as to guarantee failure or unacceptable consequences for friendly mission accomplishment.

deception

Those measures designed to mislead the enemy by manipulation, distortion, or falsification of evidence to induce the enemy to react in a manner prejudicial to the enemy's interests. (JP 1-02)

effectiveness

The ability of the target audience to accomplish the desired behavioral change (accomplish the supporting Psychological Operations objective).

joint force

A general term applied to a force composed of significant elements, assigned or attached, of two or more military departments operating under a single joint force commander. (JP 1-02)

joint operations

A general term to describe military actions conducted by joint forces or by Service forces in relationships (e.g., support, coordinating authority) which, of themselves, do not create joint forces. (JP 1-02)

joint Psychological Operations task force

A joint special operations task force composed of headquarters and operational assets. It assists the joint force commander in developing strategic, operational, and tactical psychological operation plans for a theater campaign or other operations. Mission requirements will determine its composition and assigned or attached units to support the joint task force commander. Also called **JPOTF**. (JP 1-02)

joint task force

A joint force that is constituted and so designated by the Secretary of Defense, a combatant commander, a subunified commander, or an existing joint task force commander. Also called **JTF**. (JP 1-02)

medium

Singular form of media.

national objectives

The aims, derived from national goals and interests, toward which a national policy or strategy is directed and efforts and resources of the nation are applied. (JP 1-02)

potential target audience list

List of target audiences the planner initially thinks have the ability to accomplish the SPOs. Also called **PTAL**.

Psychological Operations

(1) Planned operations to convey selected information and indicators to foreign audiences to influence their emotions, motives, objective reasoning, and ultimately the behavior of foreign governments, organizations, groups, and individuals. The purpose of psychological operations is to induce or reinforce foreign attitudes and behavior favorable to the originator's objectives. Also called **PSYOP**. (JP 1-02)

(2) (DOD) Planned operations to convey selected information and indicators to foreign audiences to influence their emotions, motives, objective reasoning, and ultimately the behavior of foreign government, organizations, groups, and individuals. The purpose of psychological operations is to induce or reinforce foreign attitudes and behavior favorable to the originator's objectives. Also called **PSYOP**.

(3) (NATO) Planned psychological activities in peace and war directed to enemy, friendly, and neutral audiences in order to influence attitudes and behavior affecting the achievement of political and military objectives. They include strategic psychological activities, psychological consolidation activities, and battlefield psychological activities.

Psychological Operations action

Action or activity planned primarily for its psychological impact. Also called **PSYACT**.

Psychological Operations argument

The overall argument (reason) and approach used to obtain the desired behavior from the target audience. Includes both the main argument, supporting arguments, appeal, and techniques.

Psychological Operations assessment criteria

The objective measures used to monitor and assess changes in target audience behavior over time. Psychological Operations assessment criteria are written as questions. Initially developed during planning and refined during target audience analysis, these questions are based upon the specific, measurable, and observable desired behaviors that Psychological Operations forces want to influence.

Psychological Operations impact indicator

An observable event or a discernible subjectively determined behavioral change that represents an effect of a Psychological Operations activity on the intended foreign target audience at a particular point in time. It is measured evidence, ascertained during the analytical phase of the Psychological Operations development process, to evaluate the degree to which the Psychological Operations objective is achieved.

Psychological Operations objective

A statement of a measurable response that reflects the desired attitude or behavior change of a selected foreign target audience as a result of Psychological Operations. Also called **PO**.

Psychological Operations plan

A series of Psychological Operations programs conducted at the theater level to achieve short- and mid-term objectives in support of a geographic combatant commander's goals.

Psychological Operations series package

All actions and products concurrently developed in support of a single supporting objective and single target audience combination.

Psychological Operations support element

A tailored element that can provide limited Psychological Operations support. Psychological Operations support elements do not contain organic command and control capability; therefore, command relationships must be clearly defined. The size, composition, and capability of the Psychological Operations support element are determined by the requirements of the supported commander. A Psychological Operations support element is not designed to provide full-spectrum Psychological Operations capability; reachback is critical for its mission success. Also called **PSE**.

Psychological Operations task force

A task force composed of Psychological Operations units formed to carry out a specific psychological operation or prosecute Psychological Operations in support of a theater campaign or other operations. The Psychological Operations task force may have conventional non-Psychological Operations units assigned or attached to support the conduct of specific missions. The Psychological Operations task force commander is usually a joint task force component commander. Also called **POTF**.

special Psychological Operations assessment

A Psychological Operations intelligence document which focuses on any of a variety of different subjects pertinent to Psychological Operations, such as a particular target group, significant social institution, or media analysis. It can serve as an immediate reference for the planning and conduct of Psychological Operations. Also called **SPA**.

spontaneous event

Includes any friendly, neutral, or hostile action that affects the target audience's behavior (other than the Psychological Operations series), or any event that demonstrates the impact of a specific Psychological Operations series.

spot report

A concise narrative report of essential information covering events or conditions that may have an immediate and significant effect on current planning and operations that is afforded the most expeditious means of transmission consistent with requisite security. Also called **SPOTREP**.

supported commander

The commander having primary responsibility for all aspects of a task assigned by the Joint Strategic Capabilities Plan or other joint operation planning authority. In the context of joint operation planning, this term refers to the commander who prepares operation plans or operation orders in response to requirements of the Chairman of the Joint Chiefs of Staff. (JP 1-02)

supporting commander

A commander who provides augmentation forces or other support to a supported commander or who develops a supporting plan. This includes the designated combatant commands and Department of Defense agencies as appropriate. (JP 1-02)

supporting Psychological Operations objective

The specific behavioral or attitudinal response desired from the target audience as a result of PSYOP. The supporting Psychological Operations objective is what PSYOP will do to get the target audiences to achieve Psychological Operations objectives. Also called **SPO**.

susceptibility

The likelihood a target audience can be influenced.

symbol

Any visual, audio, or audiovisual object having cultural or contextual significance to the target audience. Often a symbol invokes an emotion or thought in addition to its obvious and immediate significance or meaning when presented to a particular target audience.

target audience

An individual or group selected for influence or attack by means of Psychological Operations. Also called **TA**.

vulnerabilities

Characteristics, motives, or conditions of the target audience that can be used to influence behavior.

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Required Publications

Required publications are sources that users must read in order to understand or to comply with this publication.

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AR 350-1

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FM 3-05.30

Psychological Operations. 15 April 2005

FM 3-05.301

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Soldier's Manual of Common Tasks, Warrior Leader, Skill Levels 2–4. 2 October 2006

STP 33-37II-OFS

Officer Foundation Standards II Psychological Operations (37A) Officer's Manual. 2 July 2007

TC 33-02

(S) PSYOP Targeting Handbook (U). 1 August 2008

Related Publications

Related publications are sources of additional information. They are not required in order to understand this publication.

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| JP 3-0 | <i>Joint Operations.</i> 17 September 2006 |
| JP 3-05.1 | <i>Joint Special Operations Task Force Operations.</i> 26 April 2007 |
| JP 3-53 | <i>Doctrine for Joint Psychological Operations.</i> 5 September 2003 |
| JP 5-0 | <i>Joint Operation Planning.</i> 26 December 2006 |

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| CJCSI 3110.05D | <i>Joint Psychological Operations Supplement to the Joint Strategic Capabilities Plan FY 2006.</i> 8 November 2007 |
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