

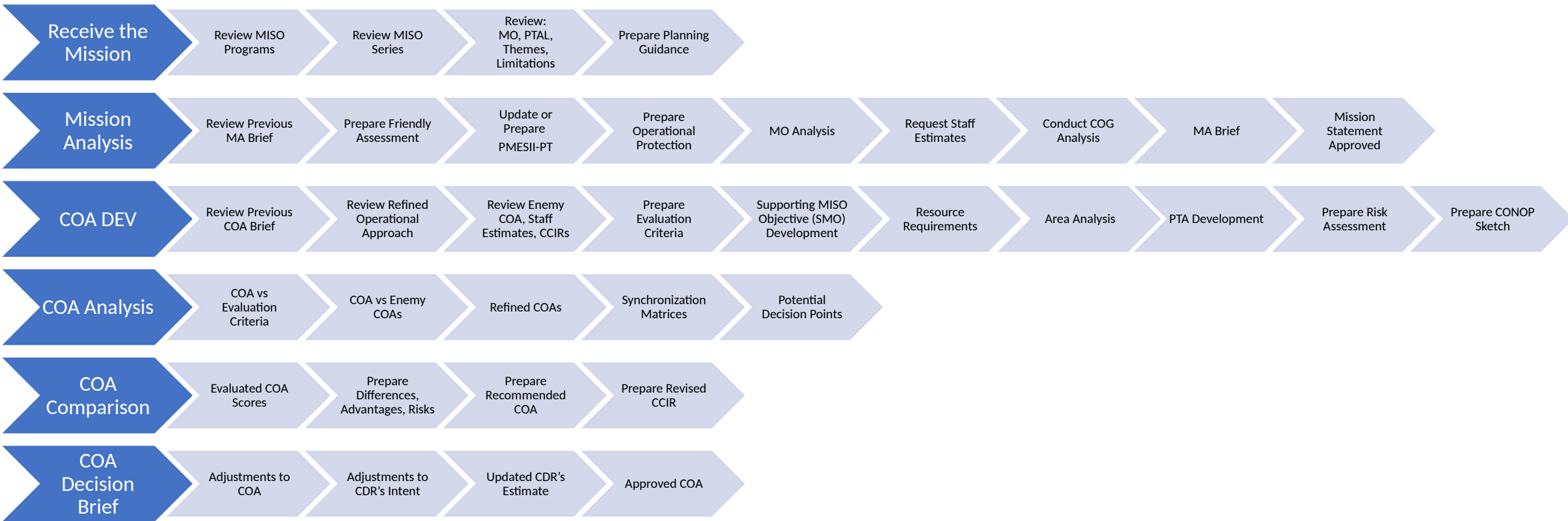


# Context: Two Lessons

- Lesson 1 covers Behavior analysis as part of the planning and mission analysis process. Output is the following:
  - Specific Behaviors are often done to achieve or prepare for the SMO
  - Implied Behaviors required to achieve the SMO but unable to be observed
  - Essential Behaviors required to achieve the SMO
- Lesson 2 covers Target Audience Analysis



# Research Supporting MISO





# Context Slide

- The first section is student-focused, with little engagement from the instructor.
- This section is an opportunity for students to “tinker” with ideas and to come to self-realization
- Instructors can guide them with questions
- This section should highlight or identify the problem; the next section will provide the solution.

Concrete Experience



# Explain Yourself

- Describe the process for selecting the appropriate TA and Supporting MISO Objective (SMO) match on paper.
  - Consider what you would do, what you have done, or what you think someone doing this would do.
- Discuss this with your classmate

4 Minutes



# Context Slide

- The problem has been identified, calling back to the problems the students encountered but without directly answering them:
  - Introduce the sections of the lesson
  - Tie headlines back to the problem identified

Publish & Process



# Agenda

- [The Traditional System](#)
- [Breaking Down Behaviors](#)
- [The COM-B System](#)
- [Leveraging COM-B for Influence](#)



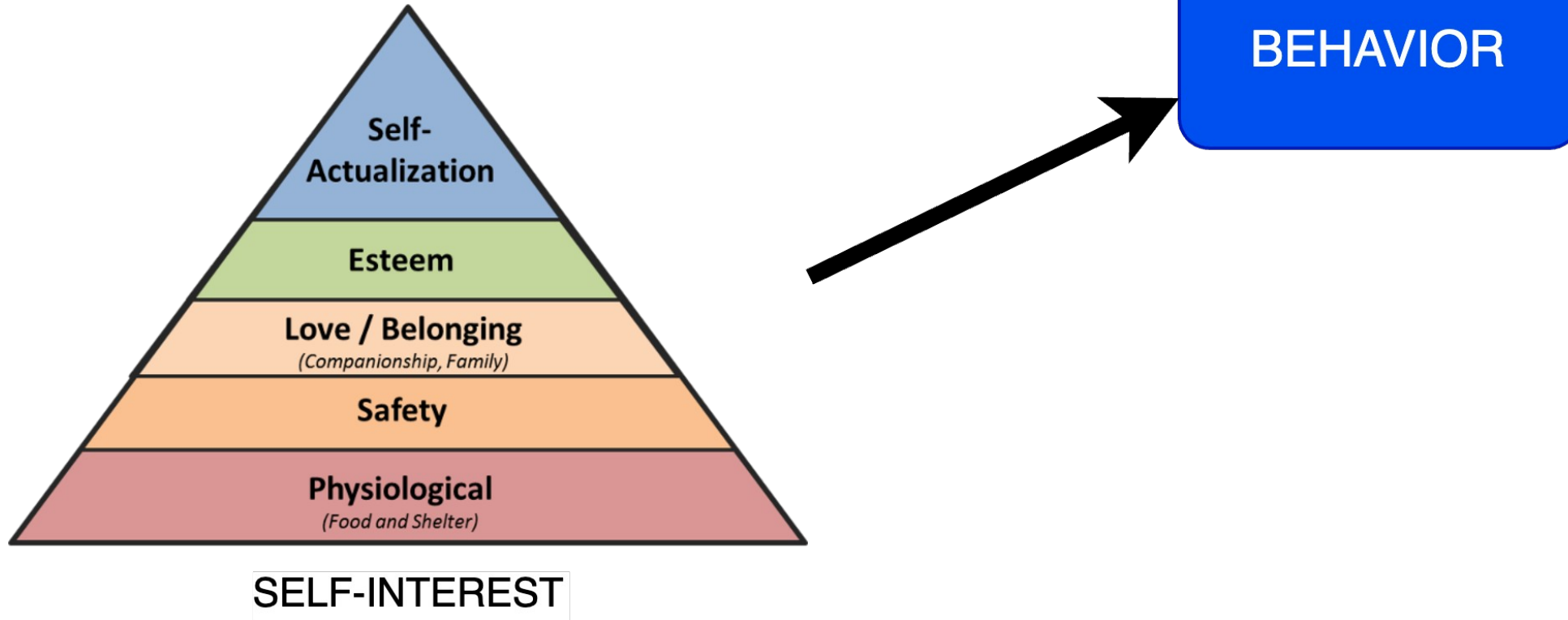
# Context Slide

- This section will cover planning for research, typically starting with the desired end state or Supporting MISO Objective (SMO).
- Students will be guided on breaking down a task or behavior into a supply chain-like graph requiring research within the area of operation.
- The Behavior / Tasks are independent of any Target Audience
- The Behavior / Tasks are dependent on Time and Place
  - Deadlines, Laws, Norms, Opportunity to Perform

Generalize New  
Information



# Traditional System



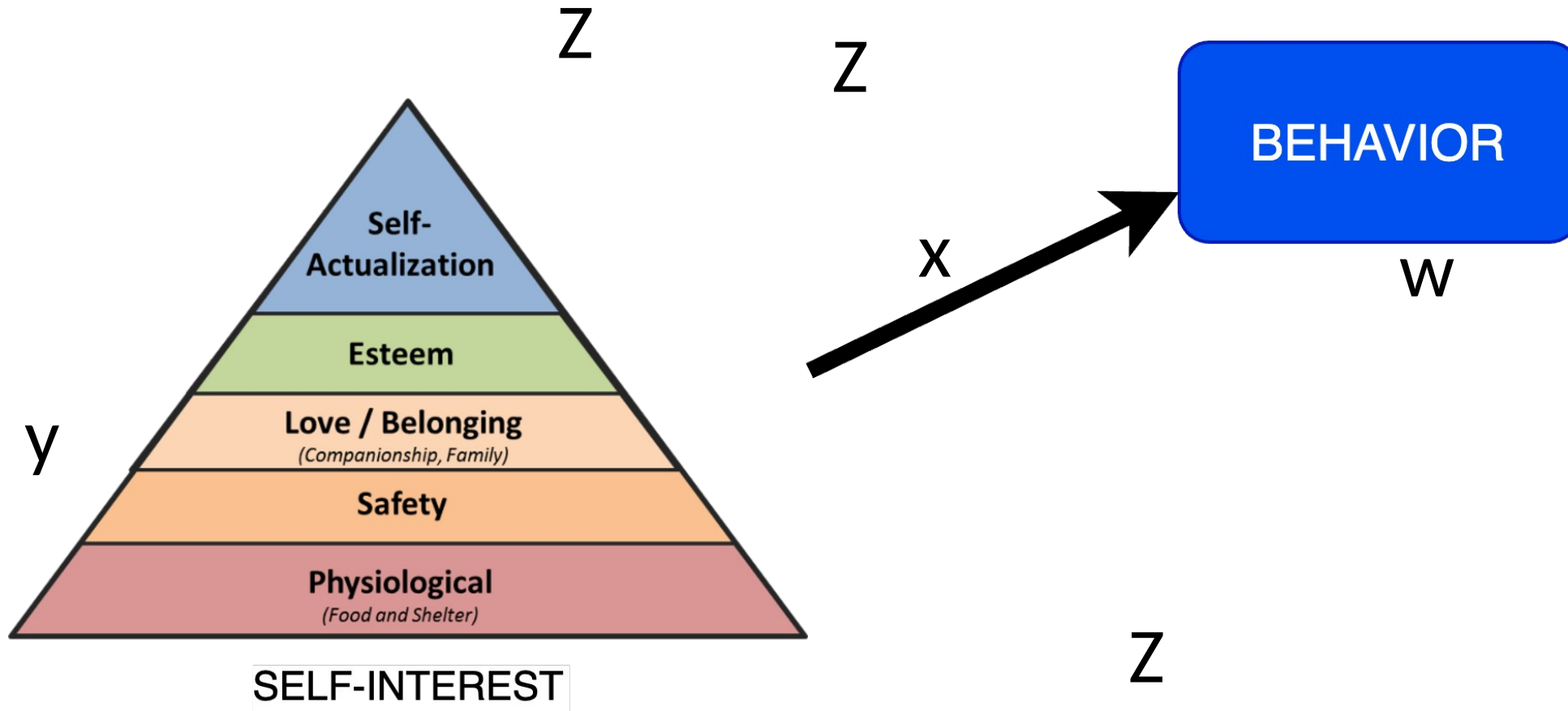
- Traditional view of what drives behavior
- Relies ONLY on SELF-INTEREST (Motivation)
- Behavior is intuitively defined
- Desired Behavior and TA studied in isolation







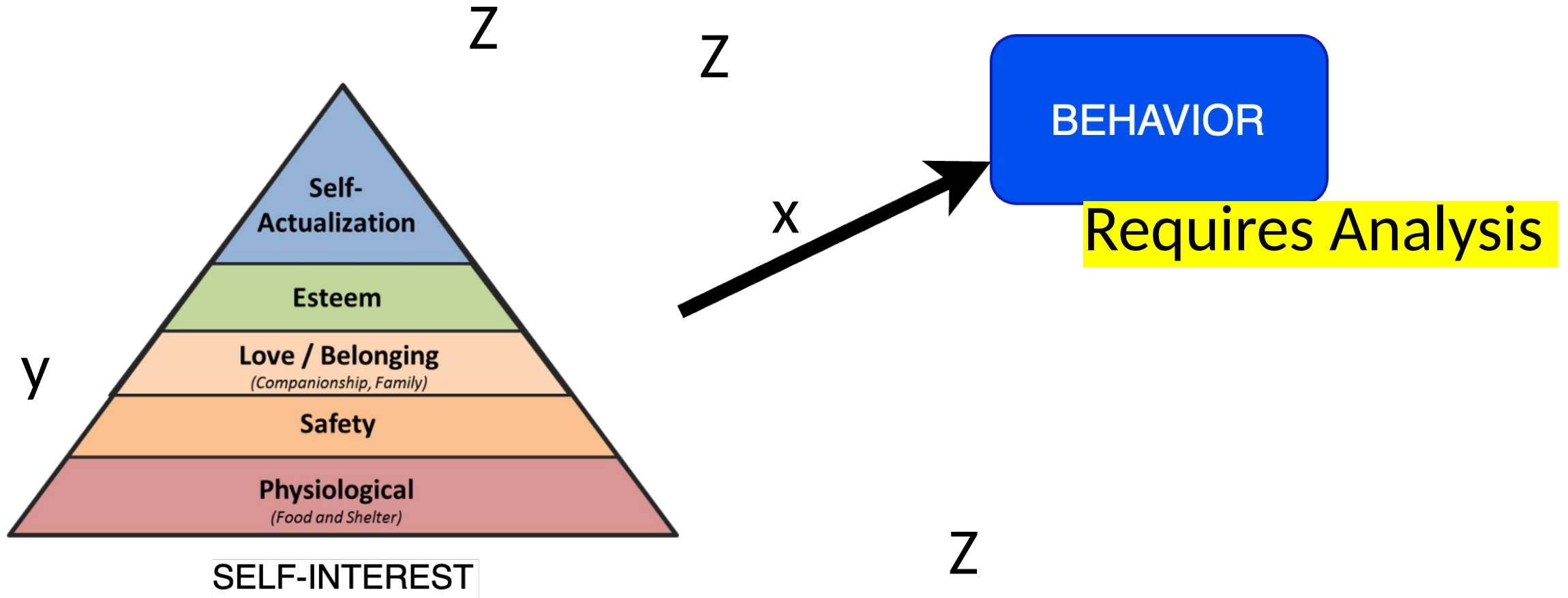
# Levers of Behavior



- Traditional view of what drives behavior
- Relies solely on SELF-INTEREST (Motivation)
- Reality must account for Capability, Opportunity, and Motivation



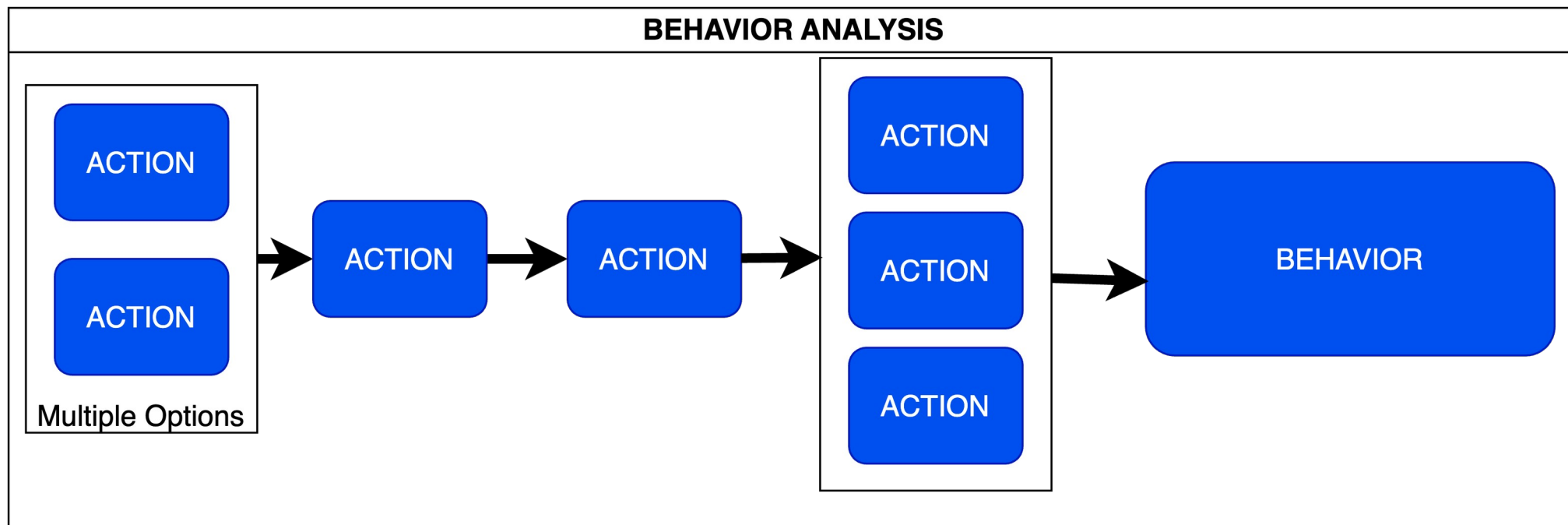
# Levers of Behavior



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# Behavior Analysis



- Breaking down the SPO into subordinate behaviors produces an understanding of capability, opportunity, and TA Refinement. This also systematically identifies vulnerable steps.
- It involves considering what
  - SPO identified and reverse planning and research to reveal required subordinate behaviors
  - Research each subordinate behavior to identify any knowledge or skills required (Capability)
  - Research each subordinate behavior to identify the locations where each subordinate behavior must take place and the obstacles to accomplishing each. (Opportunity)

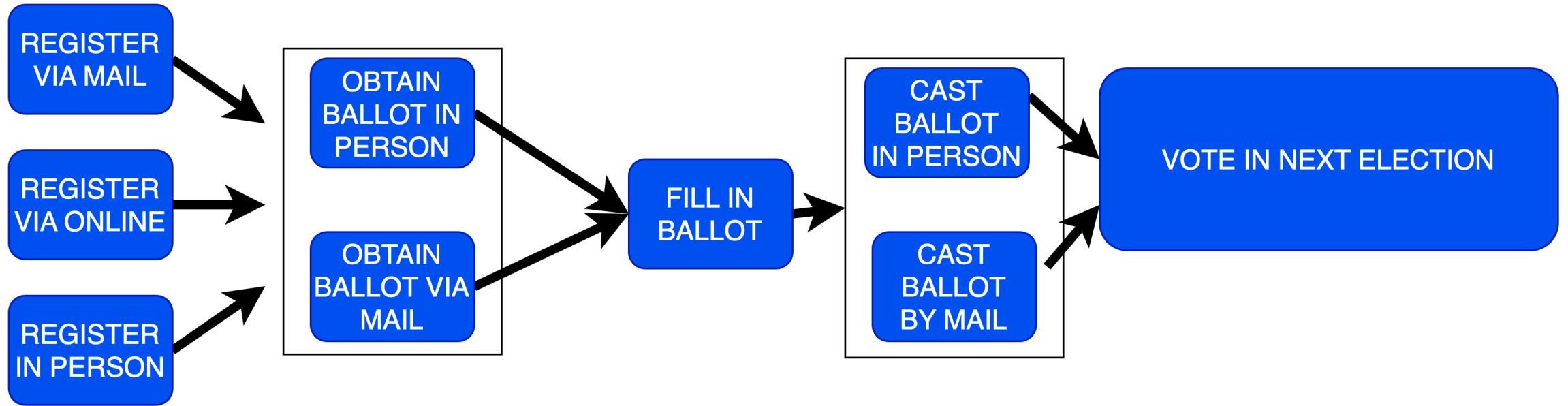


# Behavior Analysis: Voting

Intermediate B.	Measurable	Required Knowledge	Required Skills	Required Material	Location
1. Register to Vote	Yes	Where to register, how to register, when to register, Requirements to register	Read and Write? Drive to registration	Computer? Phone? Mailing Address? Identification card	Voting Office or DMV
- 1.A Register to Vote Online	Yes	...	....	....	Online
- 1.B Register to Vote by Mail	Yes				
2. Obtain Ballot	No			Voter Registration	Mail or Voting Place
3. Fill in Ballot	No	Candidates to vote for, policy to vote for		Ballot	Mail or Voting Place
4. Cast Ballot	Yes			Ballot, Voter Registration	Mail or Voting Place



# Behavior Analysis : Voting



- SPO identified and reversed planning and research to reveal required subordinate behaviors
- Research each subordinate behavior to identify any knowledge or skills required (Capability)
- Research each subordinate behavior to identify the locations where each subordinate behavior must take place and the obstacles to accomplishing each. (Opportunity)



# Behavior Analysis : Voting

**REGISTER  
VIA MAIL**

- What are the requirements to register to vote by mail
- What are the deadlines to register to vote by mail
- What days does mail get picked up?
- How much does it cost to send the mail?
- Where are stamps sold?
- Where are voter registration forms obtained from?
- What are the standard locations for mail drop off



# Behavior Analysis : Voting

**REGISTER  
VIA MAIL**

1. What are the eligibility criteria for registering to vote in locationX in 202x? Are there any specific residency, age, or citizenship requirements that must be met?
2. What is the step-by-step process for registering to vote by mail in locationX? Are there different procedures or forms for first-time voters, existing voters updating their information, or individuals with special circumstances?
3. What are the key deadlines for registering to vote by mail, including submitting voter registration forms and supporting documents? Are there any important dates to be aware of for early voting or absentee ballots?
4. How does the mail pickup and delivery schedule in locationX impact the voter registration process? Are there specific days or times when mail is picked up, and how can this information be used to ensure the timely submission of voter registration materials?





# Behavior Analysis : Voting

**REGISTER  
VIA MAIL**

1. What are the postage costs associated with mailing voter registration forms in locationX? Are there any discounts or special rates available for bulk mailing or nonprofit organizations?
2. Where can individuals purchase stamps for mailing voter registration forms in locationX? Are there any alternative methods for obtaining postage, such as online services or prepaid envelopes?
3. Where can prospective voters obtain voter registration forms in locationX? Are these forms online and in-person available at various locations, such as government offices, libraries, or community centers?



# Behavior Analysis : Voting

**REGISTER  
VIA MAIL**

1. What are the standard locations for mail drop-off in locationX, including post offices, blue mailboxes, and authorized mail collection sites? Are there any restrictions or guidelines for using these mail drop-off locations, such as hours of operation or size limitations?
2. Are there any additional resources or support services available in locationX to assist individuals in the voter registration process, such as voter registration drives, workshops, or community outreach programs?
3. How can individuals in locationX verify their voter registration status or update their information if needed? What steps should be taken if an individual encounters issues or concerns during voter registration?



# Behavior Analysis : Voting

**REGISTER  
VIA ONLINE**

- What are the requirements to register to vote online
- What are the deadlines to register to vote online
- What is the website?
- How is the registration form filled out?
- What requirements exist to fill out a voter registration form?



# Behavior Analysis : Voting

**REGISTER  
IN PERSON**

- What are the requirements to register to vote in person
- What are the deadlines to register to vote in person
- What are the standard locations for in-person registration



# Behavior Analysis : Voting

REGISTER  
VIA MAIL

REGISTER  
VIA ONLINE

REGISTER  
IN PERSON

- Registering to vote in the AOR requires registration to be submitted by DATE1 for registration by mail, DATE2 for registration in person or online (Last Name). Forms to register by mail can be printed from the website WEBSITE name (INTEL Report#)



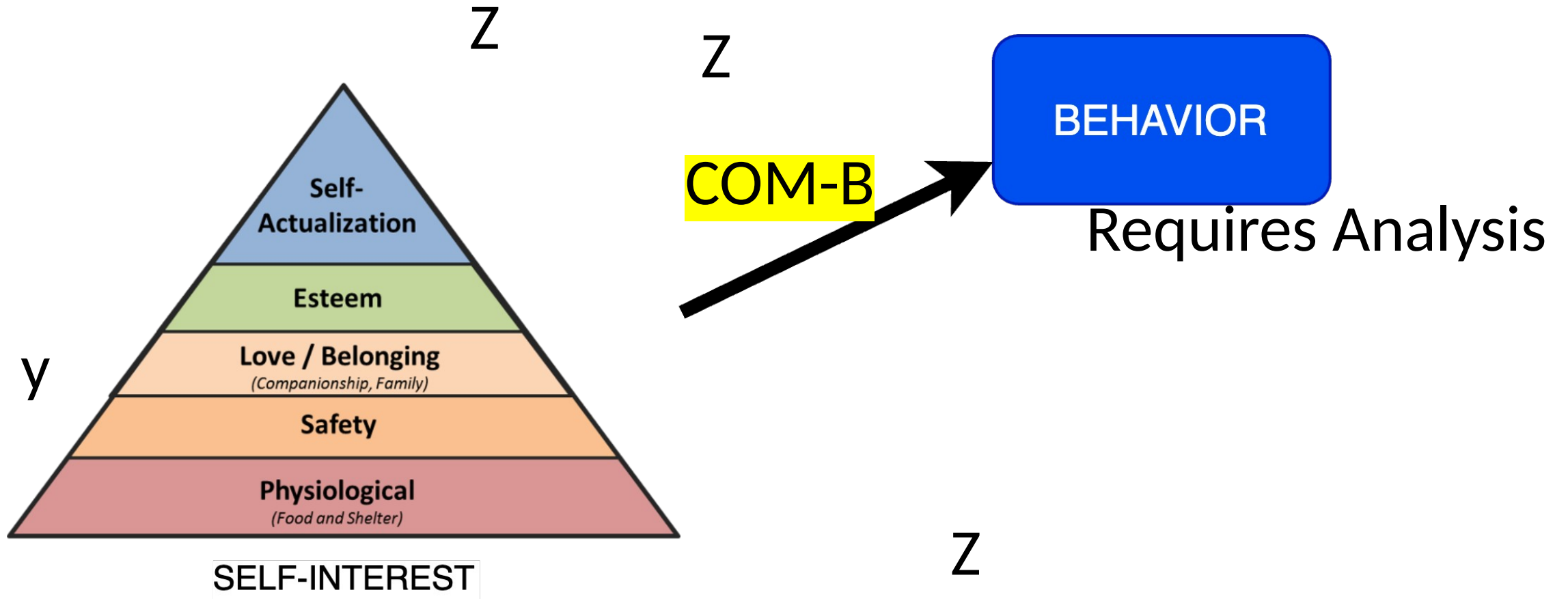
# Combine Behavior with Audience

- Who needs to perform the action or behavior to have the greatest impact = audience.
- Where will the audience need to do this action or behavior?
- What does the audience need to do differently to achieve the desired outcome?
- When will the audience need to do this action or behavior?
- How often will the audience do this action or behavior?
- With who will the audience do this action or behavior?





# Levers of Behavior



- Traditional view of what drives behavior
- Relies solely on SELF-INTEREST (Motivation)
- Reality must account for Capability, Opportunity, and Motivation





# The Behavior Change Wheel: COM-B



Sources of behaviour

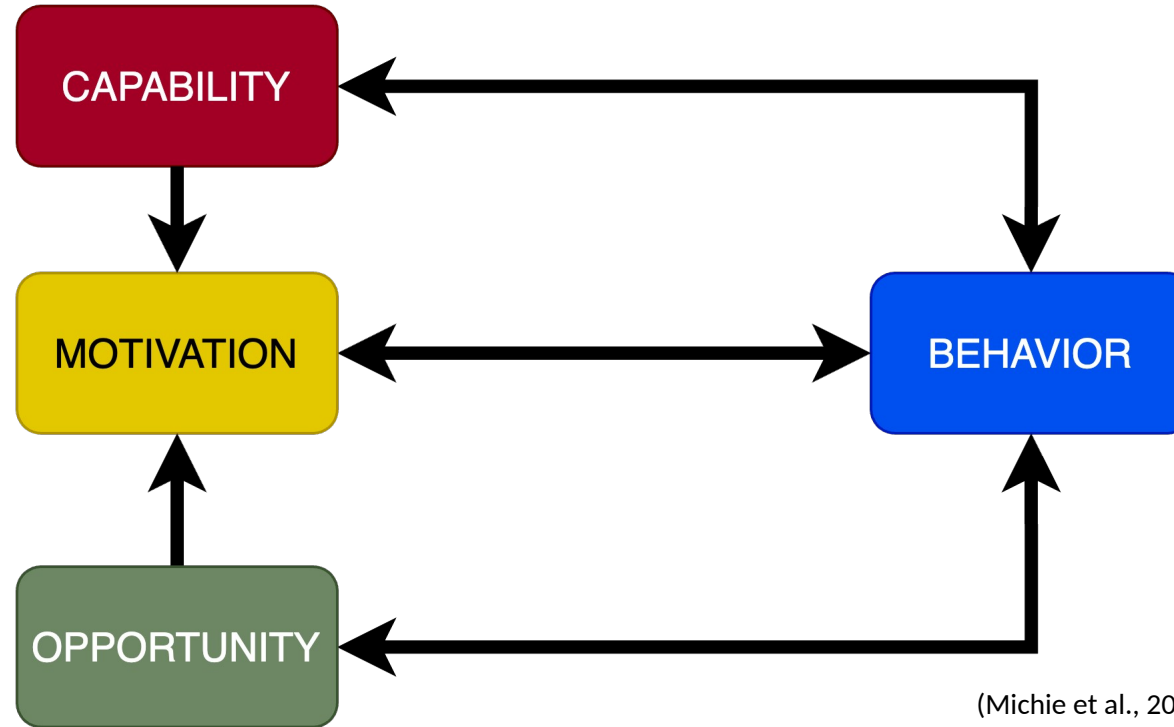
- **Capability:** an individual's psychological and physical capacity to engage in the activity concerned.
- **Opportunity:** all the factors that lie outside the individual that make the behavior possible or prompt it.
- **Motivation:** all those brain processes that energize and direct behavior, not just goals and conscious decision-making.



(Michie et al., 2011)



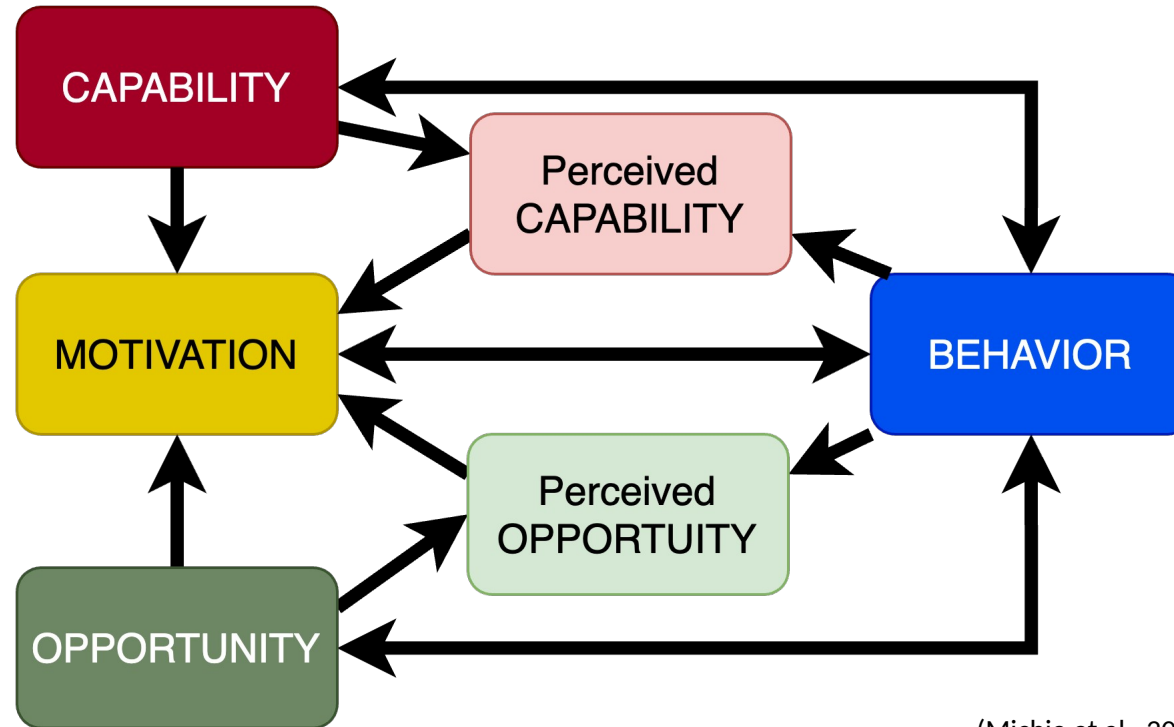
# The COM-B System



1. Conduct research on behaviors based on the specific environmental conditions in which they occur and the requirements necessary for their successful execution.
2. Focus on measuring and observing behaviors in a way that allows for objective assessment rather than relying on subjective sentiment.
3. Recognize that motivation to perform a behavior is influenced by the individual's opportunity and capability. Following the behavior, positive or negative reinforcement can impact future motivation to act on the behavior.



# Accounting for Perception

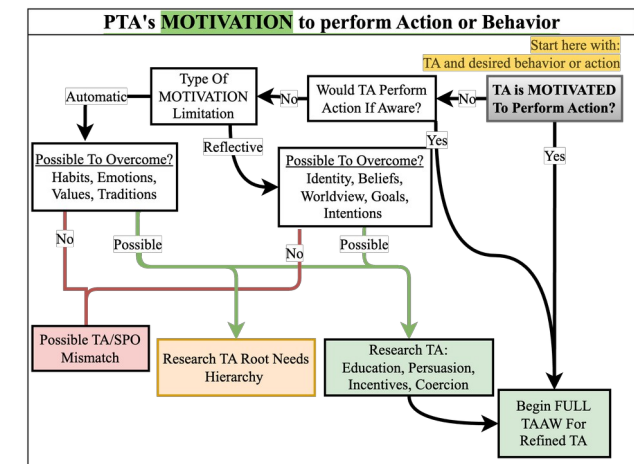
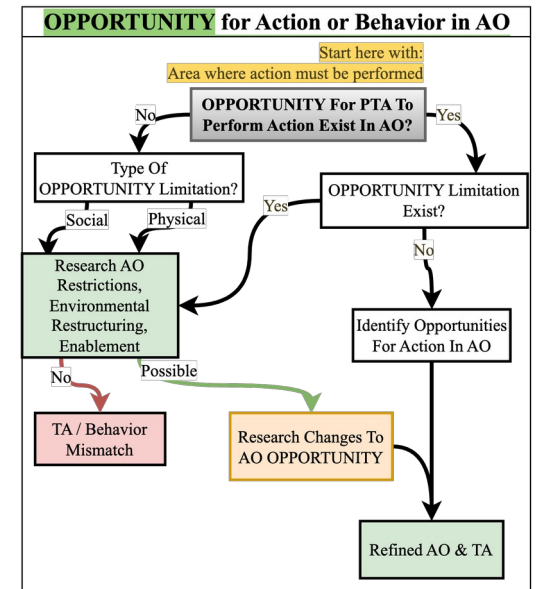
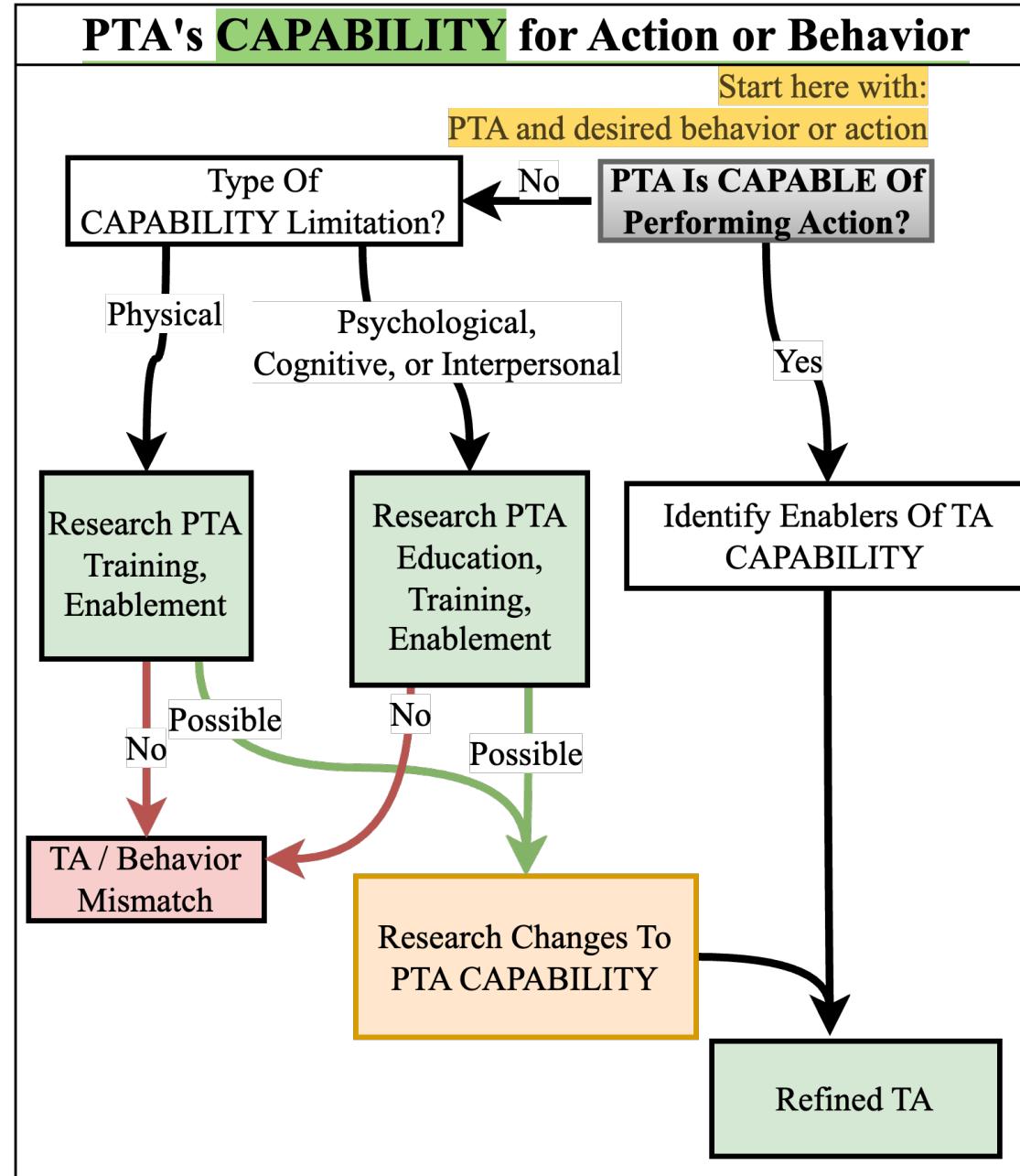


(Michie et al., 2011)

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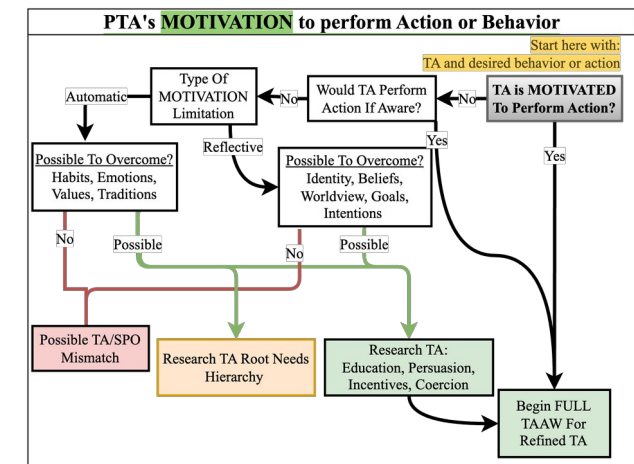
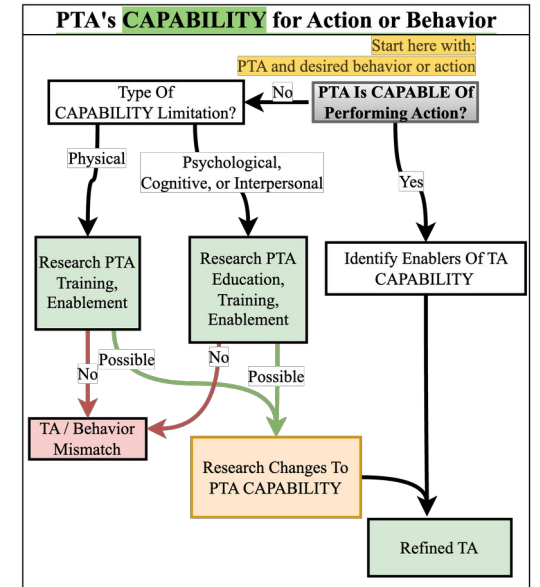
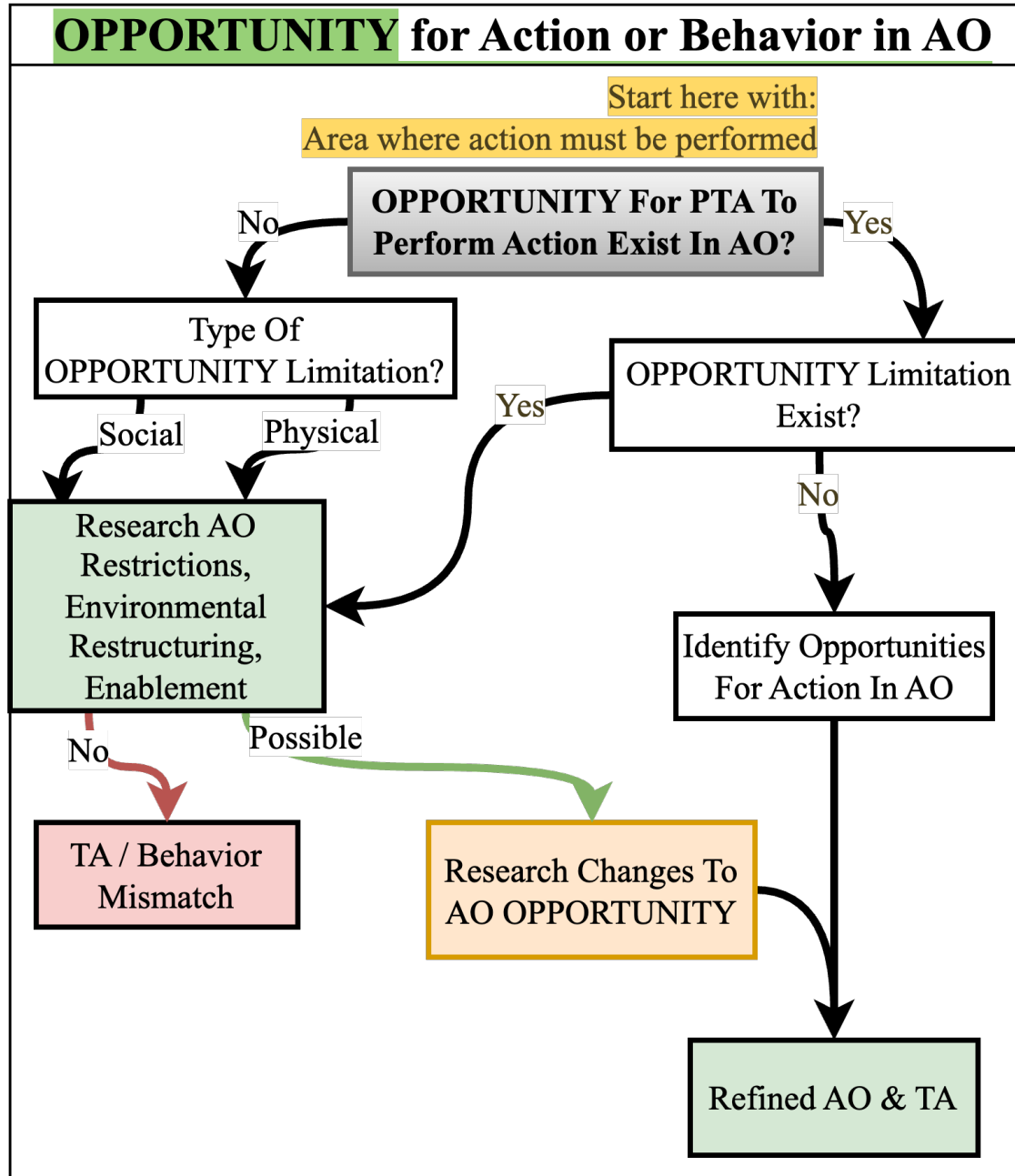


# Researching COM-B





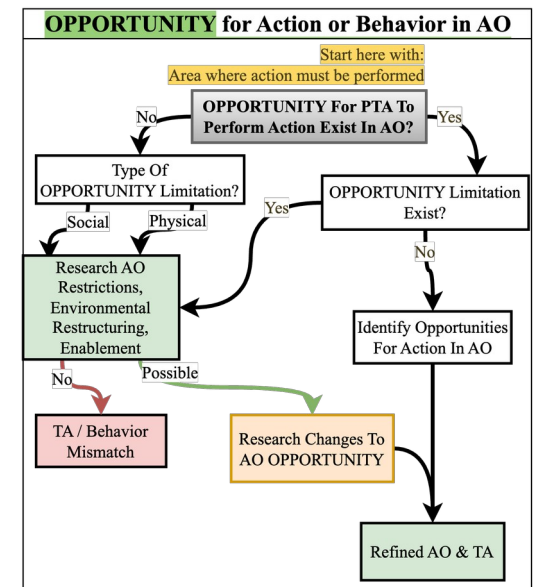
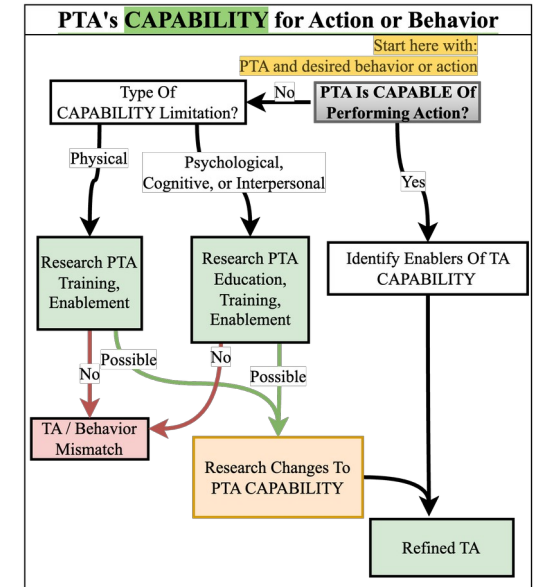
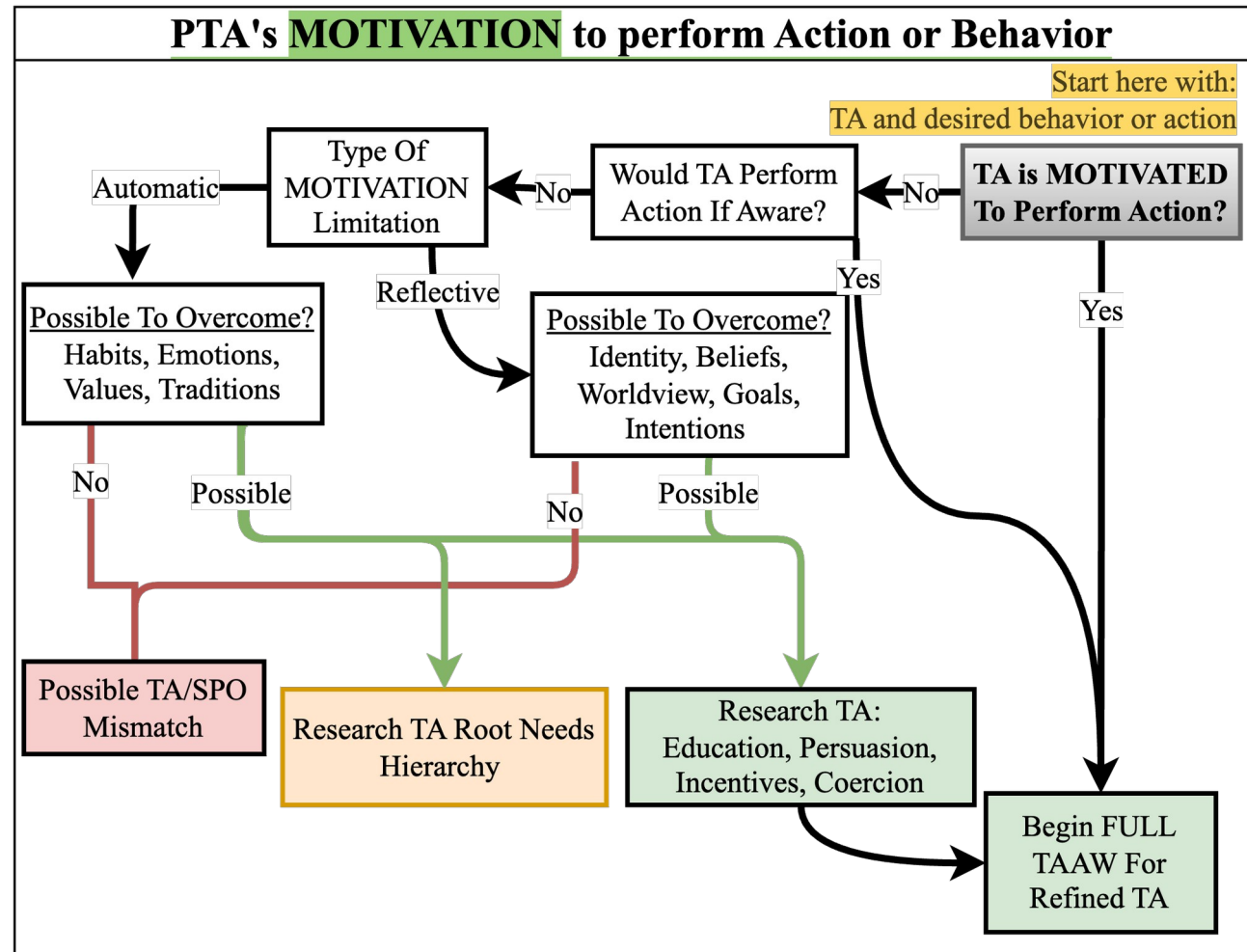
# Researching COM-B



(Michie et al., 2011)



# Researching COM-B







# COM-B Recommends Action

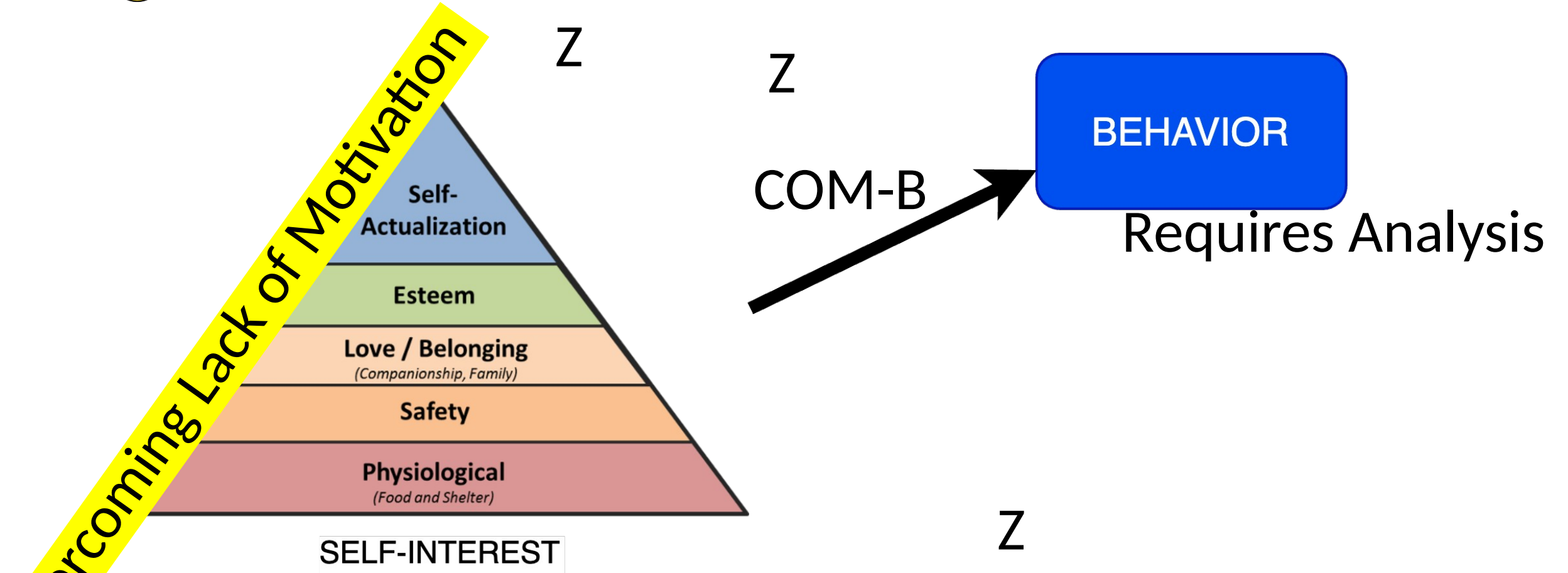
**Table 2 Links between the components of the 'COM-B' model of behaviour and the intervention functions**

Model of behaviour: sources	Education	Persuasion	Incentivisation	Coercion	Training	Restriction	Environmental restructuring	Modelling	Enablement
C-Ph					√				√
C-Ps	√				√				√
M-Re	√	√	√	√					
M-Au		√	√	√			√	√	√
O-Ph						√	√		√
O-So						√	√		√

(Michie et al.)



# Levers of Behavior

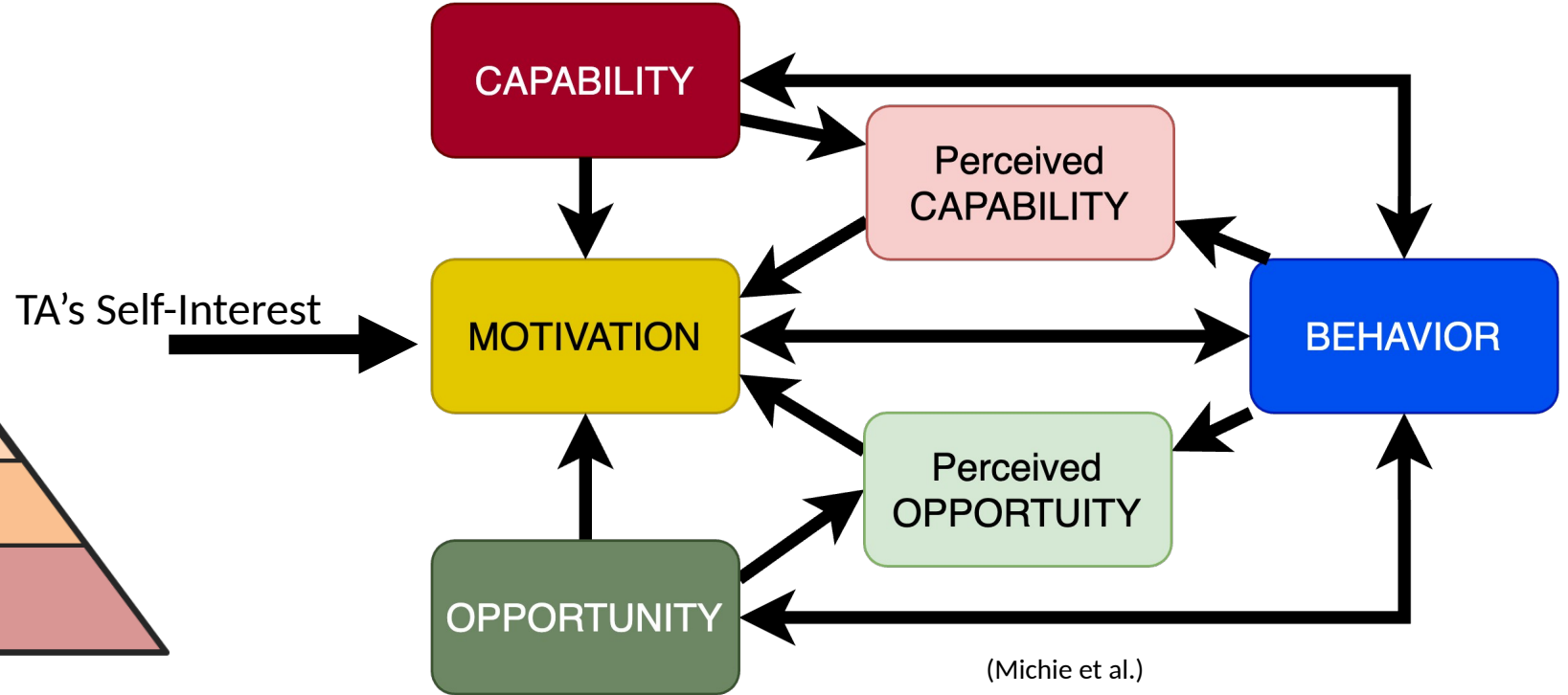
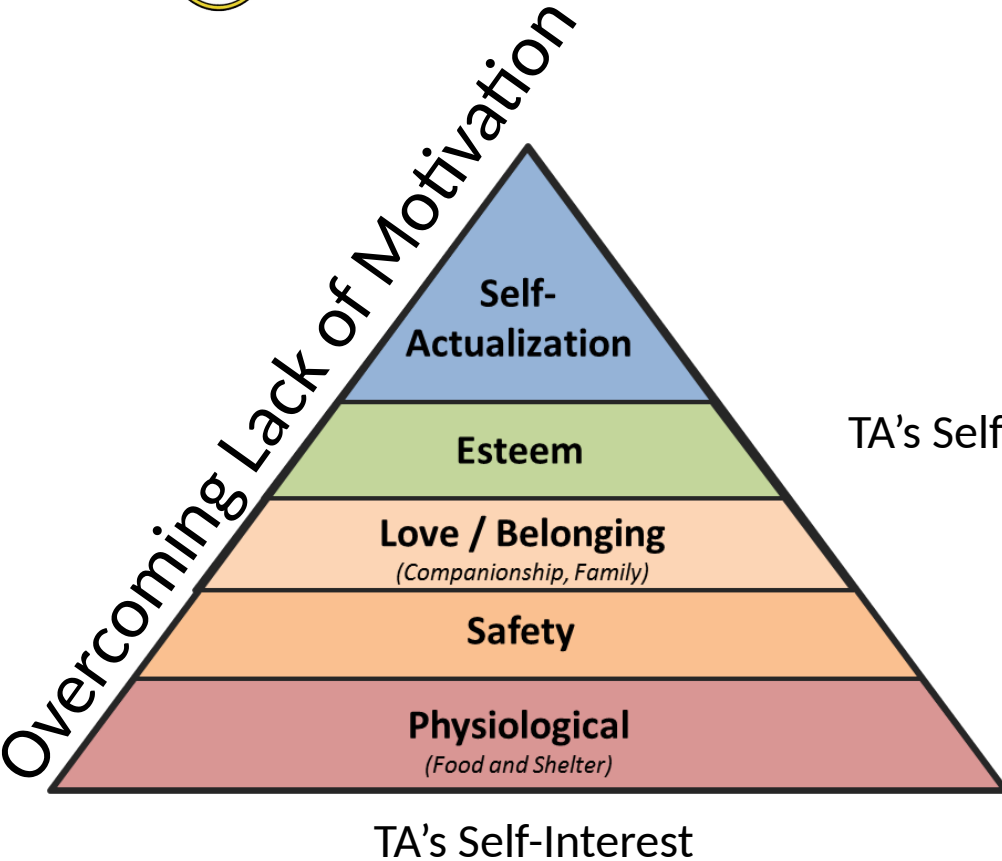


- Traditional view of what drives behavior
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# Overcoming Task Motivation with Self-Interest

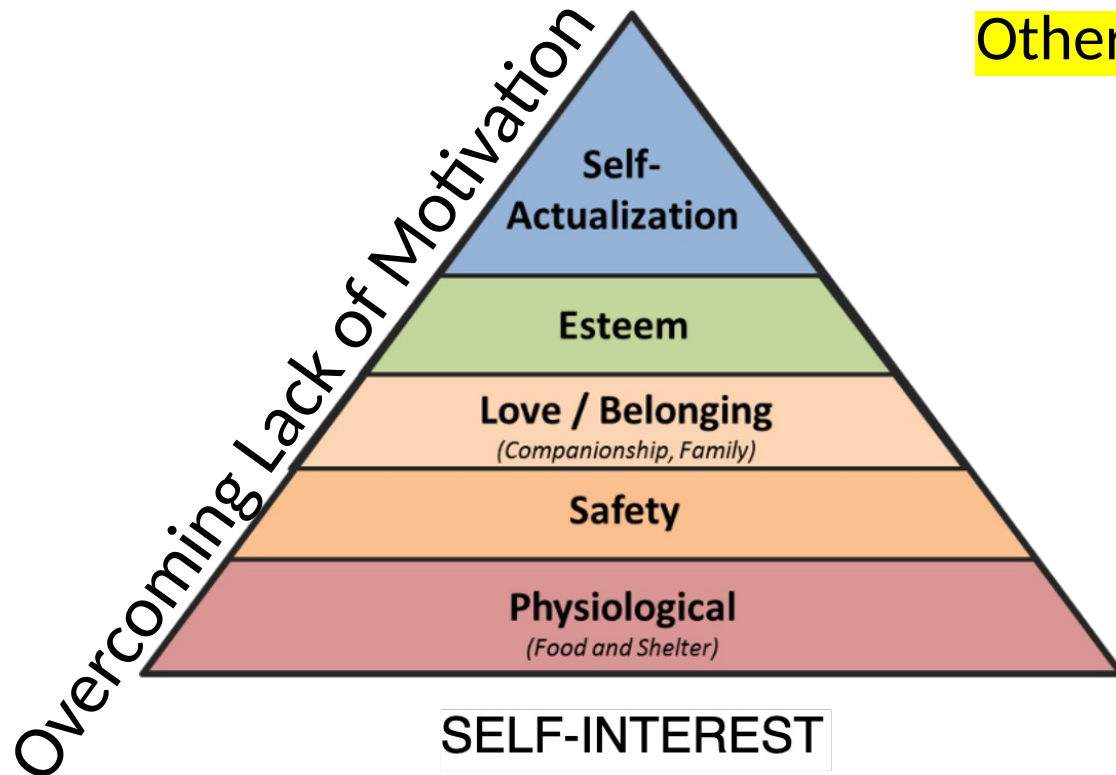


- The direct motivation to perform an subordinate behavior differs from the overall needs and is influenced by all factors.
- The needs hierarchy can impact motivation to perform an action, even if it doesn't impact capability or opportunity.
- When considering the needs hierarchy, evaluate the various perceived actions and their potential impact on motivation.



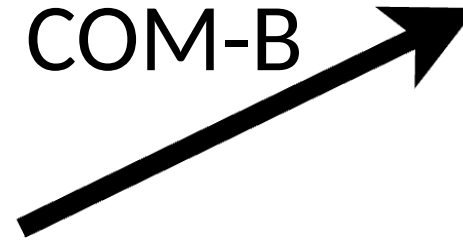
# SOF Operational Research

Other Behavior



Other Behavior

COM-B



BEHAVIOR

Requires Analysis

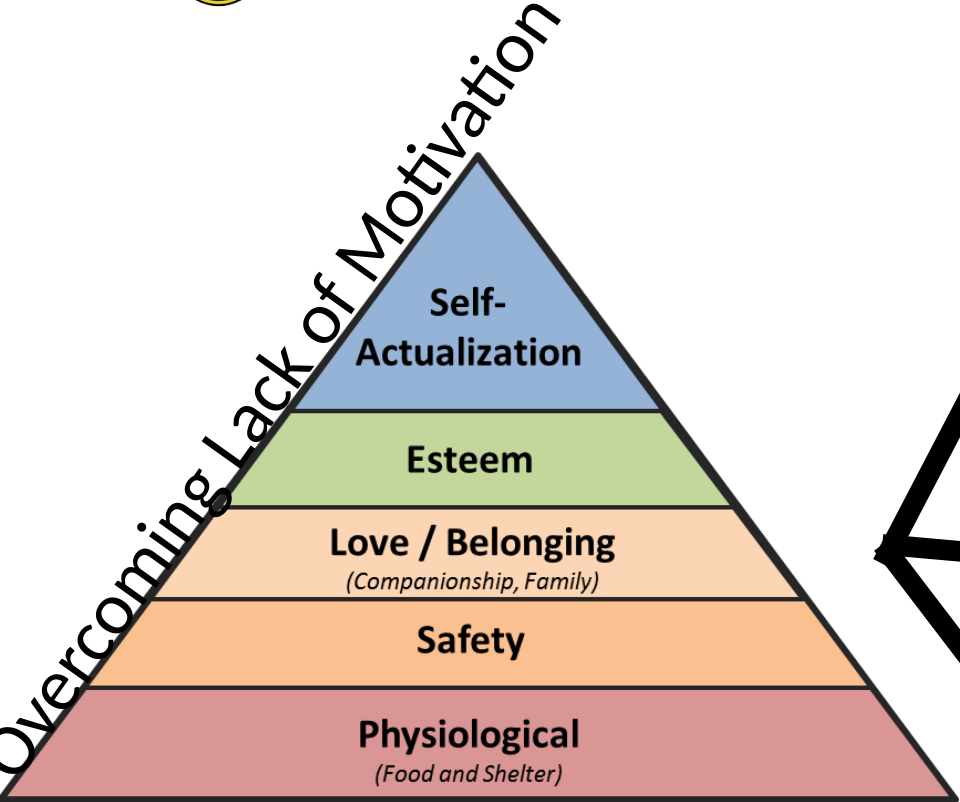
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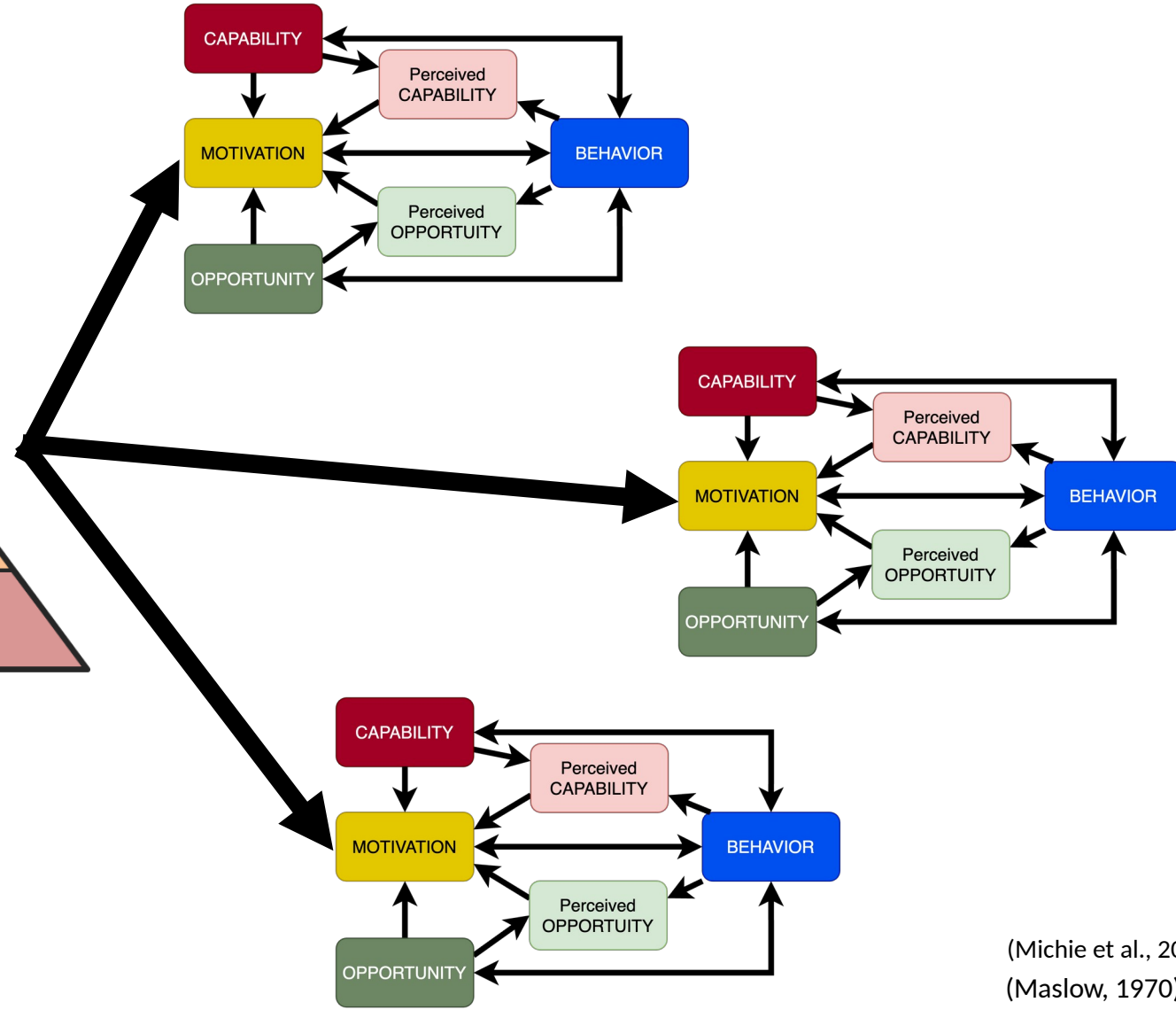
(Maslow, 1970)



# Your Supporting MISO Objective .. NOT the TA's Only Option



TA's Self-Interest



(Michie et al., 2011)

(Maslow, 1970)



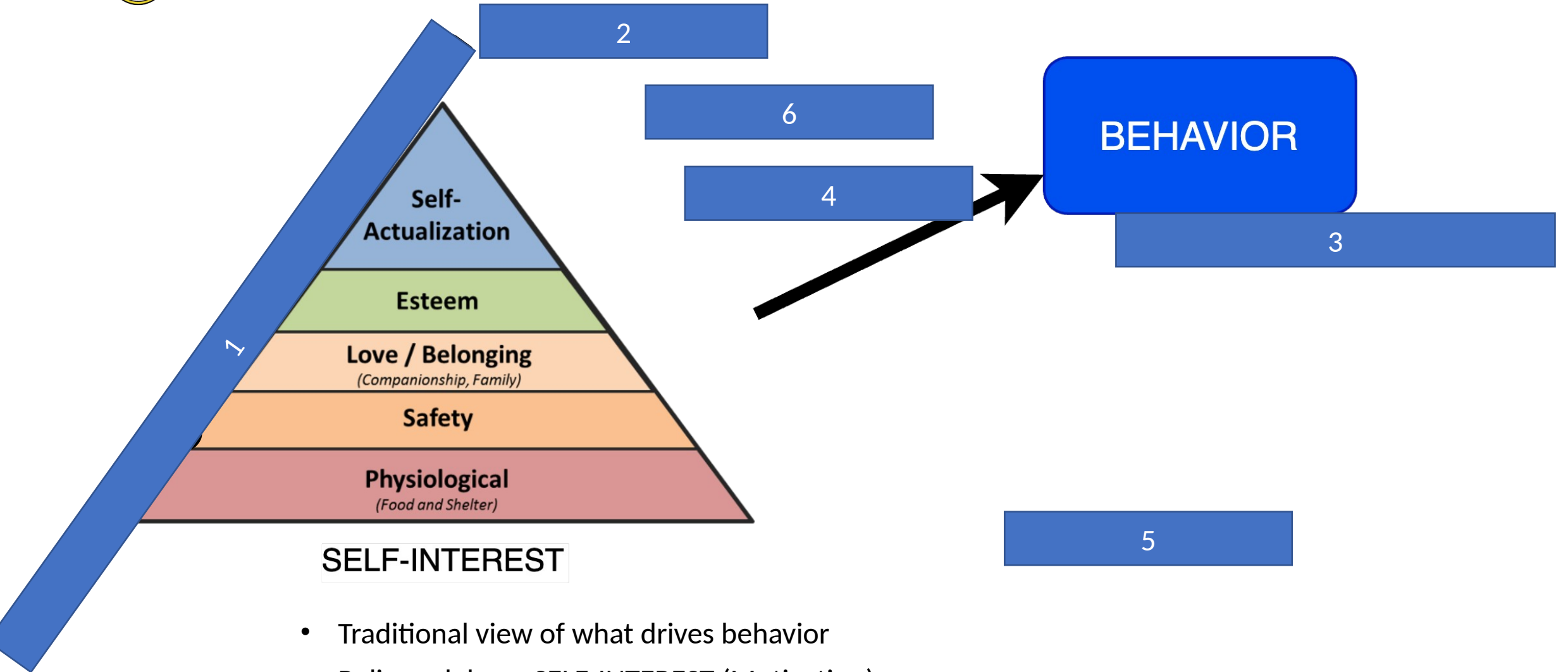
# Context Slide

- Students will recall all the elements of Behavior
- Students will recall the Order for planning and research
- Students will break down a behavior/task as a class
- Students will recall the COM-B System

Apply



# Levers of Behavior

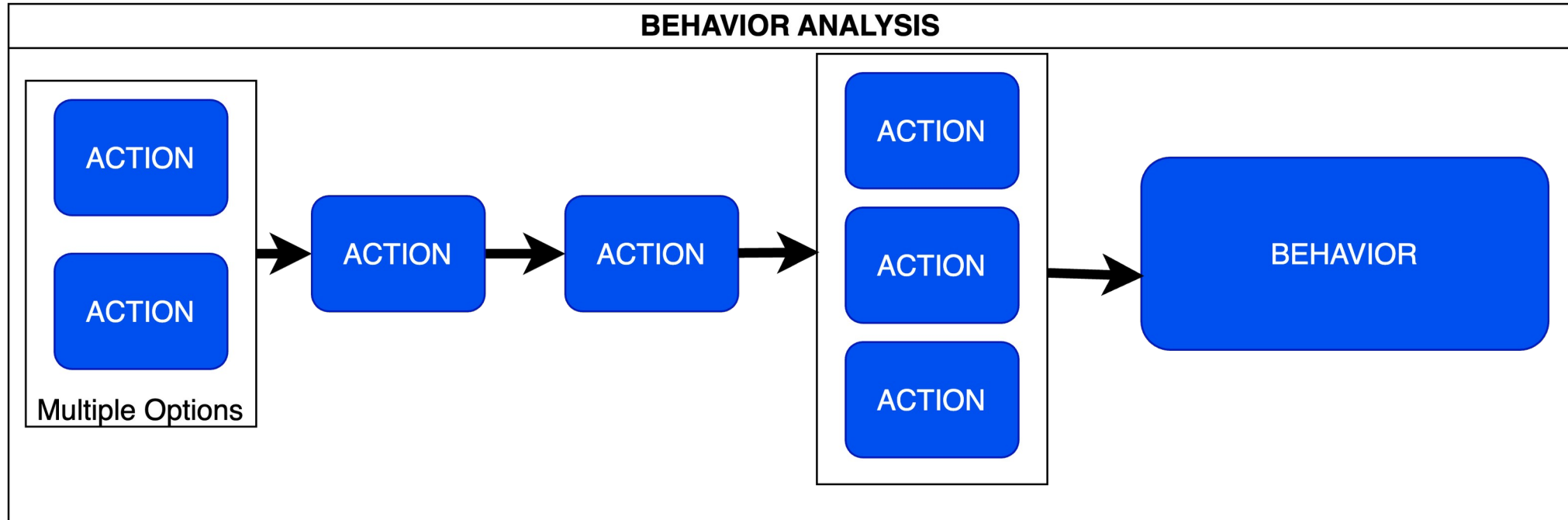


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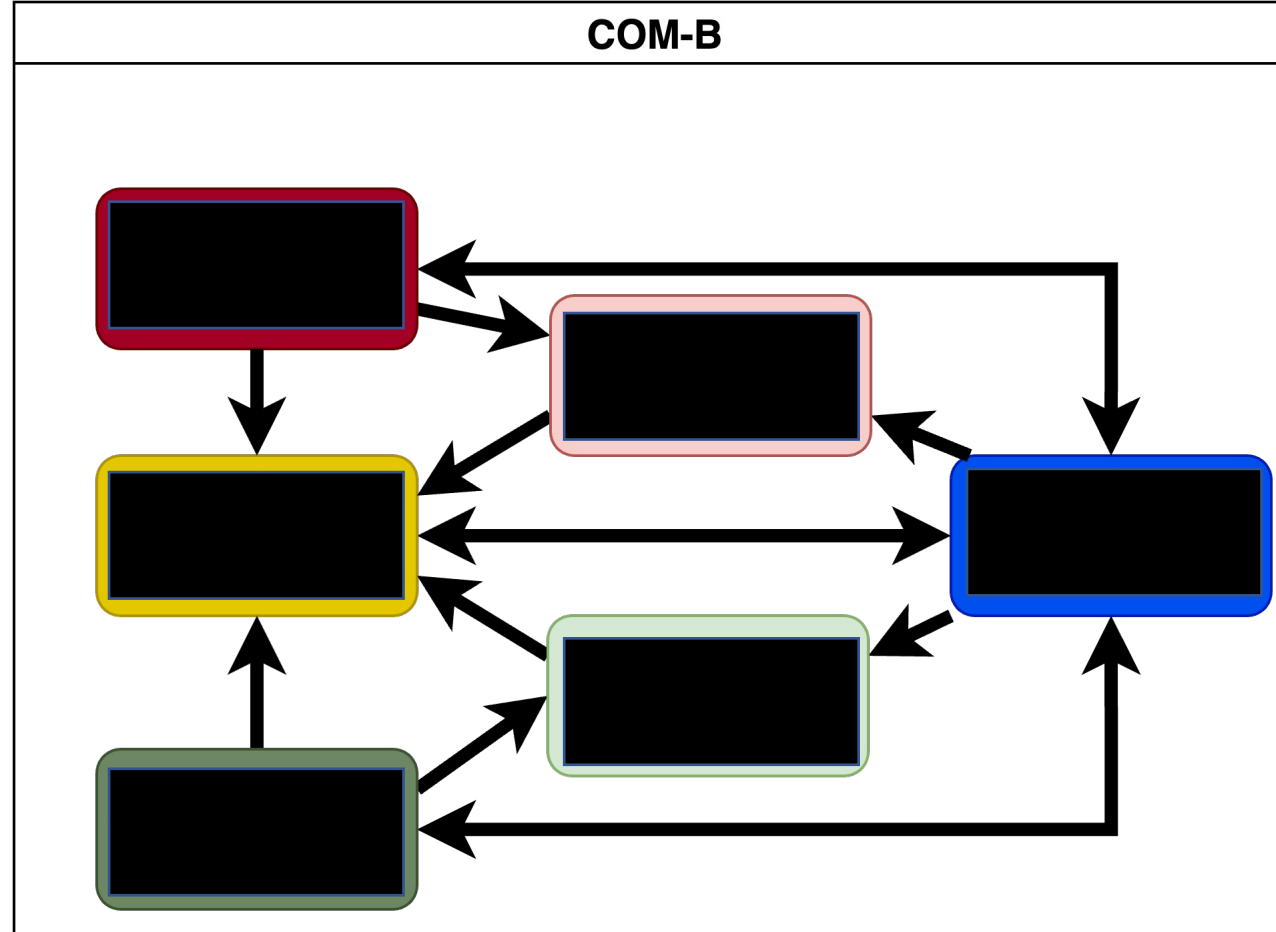
# Behavior Analysis: Command Climate Survey



Apply



# COM-B System



Apply



# Context Slide

- Student centered again, do less talking than the student.
- Ask the student:
  - How they can change their current TTPs
  - How can Behavior Analysis be maintained for Knowledge Management
  - What arguments they envision their leadership having
  - How they would respond to these identified arguments





Develop



# Works Cited

- Maslow, A. H. (1970). *Motivation and personality* (2d ed). Harper & Row.
- Michie, S., Van Stralen, M. M., & West, R. (2011). The behaviour change wheel: A new method for characterising and designing behaviour change interventions. *Implementation Science*, 6(1), 42.  
<https://doi.org/10.1186/1748-5908-6-42>
- *The Psychological Operations Force Influence Process Task: Analyze*. (2022). Headquarters, Department of the Army.  
[https://armypubs.army.mil/ProductMaps/PubForm/Details.aspx?PUB\\_ID=1025079](https://armypubs.army.mil/ProductMaps/PubForm/Details.aspx?PUB_ID=1025079)