

A THEORETICAL FRAMEWORK RESEARCH PROPOSAL FOR THE
UNITED STATES SPACE COMMAND:

AN ADVANCED TRAINING INITIATIVE FOR SPACE FORCE GUARDIANS TASKED
WITH CARRYING OUT GLOBAL SPACE COMBAT MISSIONS

COMMUNICATING THE BUSINESS OF SPACE

Prepared by:

DR. VINCENT JEMISON, D.M.
Principal
University of Phoenix
Email: drewjemi@email.phoenix.edu

DR. JOYVETTA LEWIS, D.M.
Contributor
University of Phoenix
Email: joyvetta.lewis@email.phoenix.edu

BRETT KRIGER, USAF, Ret., Maj.
Contributor
Email: brett.kriger@gmail.com

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Abstract

In the present day, the People's Republic of China has invested massively in its space program capabilities and is now considered a major competitor with the United States. Recent studies also show that China is outpacing space launches compared to the U.S., by building remote robotic satellites on the far side of the moon, which could soon very well become invisible to the United States in the area known as CIS-Lunar (OSD, 2022; Tirpak, 2021). Even in the space business, effective communication contributes to the success of every mission. Therefore, when it comes to understanding the determination of China to establish its presence as a global protector of space, paradoxes in leader-guardian communication between U.S. space force guardians and the professionals tasked with carrying out and supporting global space force combat missions should be the least important dynamic facing the complexities of the U. S. SPACE COMMAND. In its first installment, this proposal is intended to extend beyond standard considerations, as it is founded on a theoretical framework that revolves around the new innovative research methodology of the Principles of Structured Leadership (PSL), (Jemison, 2020). In practical application, the PSL is a forward-looking framework that deliberately focuses on enabling individual autonomous performance to ensure that each Guardian is recognized as resilient and well-balanced, positive, and focused in the performance of their duties.

Keywords: Guardians, Performance, Decision-making, Leadership, Communication, USSPACECOM, Space, Military, Training, China, Russia, Education, Business, Money, Workplace, Accountability, Military, Forecasting, Finance

Introduction

The stated goal of the U. S. SPACE COMMAND, (USSPACECOM) “Is to work with allies and partners to plan, execute, and integrate military space power into multi-domain global operations to deter aggression, defend national interests, and when necessary, defeat threats” (Chairman of the Joint Chiefs of Staff Instruction 3401.01E). However, to remain competitive and maintain the above goal will require USSPACECOM to provide Guardians and other professional staff with autonomous delivery of deliberate context-sensitive communication skills. Further, to ensure the attainment of USSPACECOM’s goal can only be achieved by applying the

Principles of Structured Leadership, (PSL) and offered to every Guardian in the true winning spirit. In support of the United States Space Command's (USSPACECOM) efforts to maintain its technological edge by partnering with the civilian tech industry, education, and training institutions, this research proposal demonstrates the urgent need to introduce a new education initiative specifically designed to enhance each Guardian's autonomous performance (decision-making and behavior).

Problem Statement

The problem identified in this proposal is that the People's Republic of China is outpacing space launches compared to the U.S. (Stokes et al., 2020). To meet the eminent challenges faced by the developing threats from China, the United States Space Force must begin providing viable credible structured leadership performance education presented in this proposal to its space force Guardians. The aim is to deliver the right type of core context-sensitive communication and performance education that delivers enabling capabilities to avoid operation surprises in our power protection force and to stay in front of the emergent realm of threats from space. According to Bowman and Gabel (2022), "A weapon system is only as good as the personnel operating it, and operators are only as good as they can communicate effectively with their leadership."

For example, the Lethal Autonomous Weapon System (LAWS) is a special class of weapon systems that require independent performance ability to identify specific targets, especially for engaging and destroying a target without manual human control of the system. Considering Bowman and Gabel's theory, "The Space Force's Space Training and Readiness Command (STARCOM) are seeking the best educational improvements to fill the communication gaps that will improve the effectiveness of Guardians performance." As a result, "The Space Force's budget has steadily increased since its inception, in a combination of absorbing pre-existing missions from other services and real growth." However, there are reported gaps in the current training that reflect the Space Force's lack of autonomous individual performance capabilities (Billing et al., 2021).

According to Minchekar (2023), "...current training will no longer be sufficient" As the Space Force grows its space domain security capabilities, it will need to expand the scale and scope of its guardian communication ability and training. Nevertheless, current research has shown a need for a surge in innovative education support for Guardians who can meet the

demands and challenges needed for a more far-reaching and robust space force. To expect each Guardian operator to remain focused on delivering a full range of skill sets of services, commanders must consider employing the long-term benefits of forward-looking initiatives such as the one proposed in this proposal. The outcome of the PSL initiative is to produce high-level Guardian performers who will have the skills to deliver intentional high-level confidence and autonomous performance to meet the eminent challenges facing USSPACECOM.

Purpose

The purpose of this qualitative research proposal is to tactically demonstrate the importance of implementing a more advanced human intelligence education curriculum in the United States Space Force Guardian training program. Recognizing that space is a new war-fighting domain, we must take the necessary steps to ensure that our Guardians are empowered to deliver high performance (decision-making and behavior), especially in situations of uncertainty. Now that commercial entities can successfully bring astronauts and civilians into space, there must be a new priority to ensure the integration of advanced education constraints by equipping the USSF Guardians with a full spectrum of context-sensitive performance learning through the interactive practice of the three Principles of Structured Leadership (PSL) (Jemison, 2020).

The Significance of the Research Proposal

The significance of this research proposal is to start a real discussion of the pragmatic look at how the United States and NATO have declared space an “operational domain” (Bowman & Gabel, 2022). The demand to consider space an operational domain was made by the fact that our adversaries (China and Russia) have taken actions to place weapons in space and to develop counter-space capabilities that threaten the United States Space Force's presence in space and its space systems. Bowman and Gabel also noted that because USSPACECOM was established as an allied leader of space, their primary focus now must be on growing its current training programs by prioritizing the implementation of new innovative educational initiatives that will deliberately advance each Guardian's performance.

With the above in mind, the recent research by Dr. Vincent Jemison, conducted in 2020, focused on how the cognitive analysis of perception-based leadership performance can be employed when attempting to “Optimize individual Leadership Performance” (OiLP). Jemison’s

theories suggested that the process of optimizing an individual's leadership performance is based on the idea of introducing context-sensitive structured principles of deep learning in humans, which is only achieved through an experience-dependent context-sensitive learning practice (Bennett, 1993). With Jemison's theories in mind, the core intent of this research proposal is to demonstrate the advantages of how advanced academic filtered constraints can transcend each Guardian's intellectual edge to an enhanced enabling performance that is accountable and deliberate.

The sole benefit of this proposal is to demonstrate that high-level performance can be achieved in all space force mission operations through the enabling of autonomous confidence in each Guardian's performance. This research proposal aims to bring attention to the urgent need to create working environments in which all Space Force personnel, whether civilian or military will become more efficient at effectively operating as structured, integrated focused performance teams. Achieving this requires the implementation of a structured context-sensitive education program specifically designed for, "Optimizing Individual Leadership Performance" (OiLP) (Jemison, 2020) that can be successfully integrated into every mission operation. The application of context-sensitive learning will create opportunities for Guardians to deliver authentic responses about their environment. It also will allow individuals to build their understanding based on precise interactions that were observable and specific.

Significance of Workplace Education

According to Chafin (2021), the current assessment of performance expectations of USSPACECOM commanders has become reliant on training applications from the J73 Training and Education Division that may be considered too limited without civilian support (Chairman of the Joint Chiefs of Staff Instruction 3401.01E, 2021). Enhancing education for Space Force Guardians who are tasked with monitoring high-level technology sensors and systems (such as RF spectrum, laser dazzling, and cyber-attack warning) in a classified command center 24-7 has become essential to USSPACECOM operations. The need for enhanced education has become essential because Guardians often need to convey performance-related information to commanders while operating complex systems and this communication is often downplayed due to rank considerations, where significant issues often arise.

Space force Guardians must possess autonomous performance-enabling communication capabilities to prevent potential complications as described in the above-mentioned situations. The researchers of this proposal explored targeted searches to achieve the stated purpose of this paper. By employing a deliberate review process around workplace education, we examined literature that was followed by an in-depth analysis of full-text data that was based on relevant up-to-date literature and peer-reviewed scholarly articles focused on enhancing workforce education (Torraco, 2016). Bird et al. (2010), suggested, “Although many scholars have debated the critical need to develop deep-learning around human intelligence workplace communication and education, most of them agree that expanding workplace learning beyond the boundaries of current employee education is critical.”

As suggested by Callahan (2018), “Synthesizing applicable forms of literature, and making correlations between contest-sensitive human intelligence learning is noteworthy ...” After reviewing current literature on workplace learning and leadership performance development, little consensus exists among researchers and practitioners about what constitutes enhanced leadership performance education for space Guardians. A Guardian, which most Human Resource Development (HRD) scholars have emphasized includes USSF civilian and military personnel should be exposed to advanced enabling education designed deliberately to optimize their core competencies in communication and leadership performance (decision-making and behavior) (Cumberland et al., 2016; Herd et al., 2016).

It is here that future enhanced education programs will require context-sensitive disciplines, that intently present different perspectives, designed to deliberately advance the enabling of high-level human confidence around autonomous performance (Mendenhall et al., 2008). Perhaps, future education should emphasize the advantages of establishing an individual’s workplace performance skills and how such skills demonstrate the ability to improve communication and change in beliefs (Hollenbeck, 2001). Despite these variations, research on the business aspects of space and the importance of credible collaborations have become a critical necessity when it comes to introducing new education initiatives, especially to the USSPACECOM.

The Business of Space

The United States Space Force is the allied leader of space and the collaboration between its allied partners requires superior technology education. Even though USSPACECOM was launched as a viable military force, accomplishing its mission requires an interface with commercial enterprises and civilian industry to operate effectively in space. Considering this, our allied partners consistently seek avenues to enhance their value contributed to the USSPACECOM mission and operations. Once again, it is evident that collaboration with commercial entities is imperative to provide advanced education and innovative technology that will ensure the successful execution of space force missions. Beyond the technological requirements for maintaining leadership in space, the paramount importance lies in having well-educated Guardians capable of achieving high-level operational missions with superior enabling performance ability. Emphasizing the strengthening of the United States' leadership and presence in space demands the most advanced education for Guardians to ensure they can execute secure effective mission operations.

Civilian Education Collaboration

Stokes et al., (2020), noted that leading against the efforts of China's intent to become the leader of the space domain, now demands intellectual performance skills that go beyond and may appear to conflict with standard military doctrine (U.S. Army Training and Doctrine Command Pamphlet 525-3-1). It is here that commercialized space travel will be best accomplished with the committed support and backing of civilian entities that are rapidly developing advanced academic education that will enhance all space operations. Even though civilian support has historically trickled down to four major companies, they all have primarily focused on technology efforts, which is only one of the two main components needed to ensure the safe passage of astronauts and civilians alike into space. The other main component is advanced academic education. When space command leaders visit technology companies they seek to understand what part of the tech they will own, what self-governing capabilities they will need, and who will be the collaborators once the technology is purchased and operational.

For example, space operations with other countries for ballistic missile early warning, new space capability programs, management satellite communications, space education, and training for command and wider defense operations/missions. According to General Jay

Raymond, USSPACECOM (2021), the biggest thing we are looking for as an allied space force is partners with the U.S. to ensure they can add high-level core value to the accomplishment the United States Space Command has achieved thus far because the U.S. is the global allied leader in space. Gen. Raymond also suggested if an experienced civilian education collaboration can be obtained as an allied partner with the U.S. Space Command, it will put that little cog into the U.S. machine at the exact right place.

Gen. Raymond further suggested that such an allied partnership will ensure the focus of our Guardian's communication ability will become more “efficient” for USSPACECOM missions because of the emerging threats that are building in the world as it pertains to space. According to Air Vice-Marshal Paul Godfrey, as a United Kingdom Space commander supported by the United States, “Our mission is to make space safe, secure, and sustainable.” Vice-Marshal Paul Godfrey further stated, that given the threats posed by China and Russia, the United Kingdom is actively working to protect our space assets, recognizing the pivotal role of Guardian workplace performance education in both our and the USSPACECOM missions. A crucial aspect of this effort involves understanding the ongoing initiatives in both the U.S. and U.K. space force workplace environments, specifically the introduction of human intelligence and autonomous performance education for our Guardians.

While acknowledging the value of advanced tech, there is a concerted effort to establish a robust, structured core educational program that intentionally emphasizes the value of optimizing individual communication and the implementation of core principles of leadership performance. This approach aims to mitigate communication obstacles and contested elements within the USSF workplace. The focus of this proposal extends beyond technological advancements, by emphasizing the importance of cultivating a well-trained and strategically managed Guardian force to enhance the security of space assets in response to evolving threats. In essence, providing core context-sensitive academic education to the space force Guardians ensures that the individual is recognized as delivering a resilient and well-balanced performance. The point is to enable performance capabilities embedded within a guardian’s workplace position (role), mission navigation, and performance timing signals.

of space. Again, paradoxes in communication should be the least important dynamic facing the complexities USSPACECOM Guardians must endure (Putnam et al, 2016). Above all, with the current threats from China's counter-space capabilities, the USSPACECOM commanders and leaders must now ensure that all Guardians "have the intellectual dexterity to deliver high-level autonomous communication in the performance of their duties" (Bennett, 1993; Paine, 2010, p. 104). For example, when a Guardian is requested to deliver, or provide reports detailing their observations and conclusions, the lack of rigid academic boundaries regarding cognitive shifts results in limitations concerning awareness and effective communication.

Unlike previous attempts where space force commanders aimed to train Guardians in satellite operational systems for a transition into the Cerberus, such education options as presented in this proposal were not readily available to low-ranking Guardians. Thomas et al. (2001), noted, the reason they weren't available is because of what some researchers attribute to "the practice of privileged ego control", which suggested that abusive supervision or management has a direct link to the silencing of low-ranking individuals (Wang et al., 2020). These limitations primarily stem from conflicts often attributed to a commander's ambiguity. The attempt to prioritize the safeguarding of rank privilege and the egos of some superiors often results in a working environment that is both intimidating and stressful (Stanar, 2021a). Consequently, such limitations can cause obstacles because of inherent incommensurability, especially where high-level critical workplace performance is required by all levels of staff, and where cross-disciplinary activities are prevalent (Walasek & Brown, 2023). According to Walasek and Brown (2023), "There is a deep link between the incommensurability of human value, inconsistencies in human decision-making, and rank-based coding of human value."

More generally, incommensurability raises the question of whether it will ever be possible to develop single-quantity-optimizing models for Guardians in their autonomous performance (decision-making and behavior). To address the challenges faced by Guardians in reporting and articulating their discoveries is to promote a more open and structured workplace environment. The objective is to demonstrate the value of cultivating a culture within USSPACECOM that values the three Principles of Structured Leadership (PSL). Our focus of this research proposal is on preparing Guardians who are not only well-prepared for the immediate mission demands but also equipped with the skills for continuous improvement and

adaptability. For example, when operating the Cerberus system in simulated environments, even with redundancies in place, and platforms to identify gaps in the system, it still does not allow the room to test the individual Guardian's autonomous performance.

When this does not happen tensions are often created, and operational focus is referred back to the practice of rank privilege ego control (Smith et al., 2017). The intent here is to also encourage space force commanders to consider the long-term benefits of enhanced leadership education that focuses on developing Guardians to deliver more in-depth autonomous performance opportunities than they have had in the past. For example, in the past USSPACECOM leaders have employed a historical training model where they took a novice Guardian tasked with missile and drone warning and put that individual in charge of a unit who was likely not trained in those components. This potential for workplace communication error is a common practice, even in this elite operation of the United States Space Force (Holt & Seki, 2012).

According to Maj. Gen. David N. Miller Jr., Director of Operations, USSPACECOM, "...it takes about a year for a Guardian to learn their job or trade." Gen. Miller also noted that, primarily, all Guardians who are responsible for counter-space operations need to be aware of the threats that exist, and how they might present such threats as they occur to their command. Without a performance-based education framework, many guardians will face performance and delivery issues, which may delay mission and operation success. The plan within this proposal is to create an environment to measure our Guardian's performance to see exactly what they would see in a real conflict scenario and educate these individuals to ensure their performance aligns fully with the three Principles of Structured-Based Leadership.

It is important to note that when we go into orbit any form of workplace tension can create a situation of uncertainty and should be addressed with a sense of urgency in order not to distract a Guardian from that particular space mission. The intent is to improve the current training model that Space Force Command currently employs and offers to ensure the United States Space Force continues to reinforce its position as the allied leader of Space. Ultimately, we want our space force Guardians to achieve an integrated, and dynamic balance between doing and being. So, let's start by focusing more of their attention on the importance of having the

ability to deliver autonomous performance through the application of the newest innovative educational leadership model available.

The Nature of the Three Principles of Structured Leadership (PSL)

Jemison (2020) defined the three Principles of Structured Leadership (PSL) as 1. Managing one's purpose, 2. Identifying intentional options and 3. Forecasting decided results. It is here that the reliance on the “Principals of Structured Leadership (PSL) when applied into practice will ensure the ability of commanders to optimize an individual's informed autonomous performance, especially in situations of uncertainty in all kinds of actionable operations that rely on context-sensitive intelligence. Our review of the current literature on military decision-making training revealed that existing competency studies and models for autonomous leadership largely reflected on historical indoctrinated training that in today’s world is very limited in current perspectives and offers little in the form of new innovative views (Billing, 2021).

Furthermore, the application of the three Principles of Structured Leadership (PSL), offers a deliberate methodical theoretical framework approach that best describes the nature of structured communication principles presented in this research proposal. The objective is to promote education, the exchange of knowledge, and the collaborative application of structured processes that will deliberately support all USSPACECOM Guardians. Fergusson (2022), stated, “Education is said to be the acquisition of knowledge, skills, and competencies for improving, performance, and productivity.

Key Reasons For The Gap In Training Improvements

According to Minchekar (2023), “The main reason for the gap in implementing new education improvements is the reliance on historical workplace training, which is perhaps too amorphous.” In most cases, historical training does not consider the individual Guardian as an individual leader who can generate and deliver structured decision-making for the organization. Another gap identified in this paper was how most present-day Guardians' performance is often influenced by the transfer of their commander’s perception (Crane, 2009; Jemison 2020). Demonstrating the critical and urgent need to maintain our national security is to address the need for education improvements. The goal is to demonstrate the value of investing in advanced

context-sensitive education that prepares each Guardian to deliver intelligent high-level confident performance (decision-making and behavior), especially in situations of uncertainty.

It is here that because the USSPACECOM organization intends to be successful at being the leader of space, will now require advanced education centered on the three Principles of Structured Leadership as proposed in this paper. In other words, merely reading lots of books and forming lots of teams to implement thousands of new practices simultaneously have little effect on our national security. According to Chafin (2021), Based on the recent violent activities and threats experienced in our society, Congressional, military, and civilian leaders are seeking new innovative ways with new strategic directions to secure our national security. Thus, in the absence of a structured system of management, the gaps in workplace performance will increase (U.S. Army Training and Doctrine Command pamphlet 524-3-1, 2014; Billing et al., 2021).

Conclusion

The first installment of this research proposal is human-centered, and the approach is putting people first. We have learned the value of the application of the Principles of Structured Leadership from understanding the significance of putting people first. As a result, we have designed an analytical, innovative, noninvasive structured education program to help Guardians realize that safety and cognitive health performance goals are attainable. Errors from individual performance can be accounted for because errors in performance are often exacerbated under conditions of stress—especially when decision intensity is particularly high. Our world is changing and due to this very nature, generally, our society is becoming inherently overwhelmed with all kinds of threats.

Also, this does not automatically imply that our Guardians aren't fully capable of performing well together with their superiors on shared objectives, especially since communication can often be a key problem (Lauring & Selmer 2012). This paper is important and valuable because it offers advanced education to meet performance threats head-on. First, this paper discussed the role and reliance on the three Principles of Structured Leadership, which provides military leaders with confidence in how, if used effectively to “Optimize individual Leadership Performance, (OiLP). The intent here is to cultivate an organizational workplace

culture designed to enhance individual Guardian performance, autonomy, motivation, and satisfaction.

Second, providing an opportunity to offer credible advanced performance education to develop and prepare Guardians to deliver deliberate high-level confident communication in all aspects of their operational missions. According to Jemison (2020), ... deliberately providing structured education principles within the workplace may enable leaders to potentially be more effective in improving employee retention, increasing command readiness, and managing organizational change. Putting the Guardian's performance education at the center of the demand of USSPACECOM's role as the allied leaders of the space domain will promote a balanced workplace. The overall goal presented in this proposal is to deliberately "Optimize" each Guardian's leadership performance, which will deliver effective and sustainable outcomes especially when it comes to managing threats and saving lives.

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