

Research Article

Using Mind Genomics Thinking and AI Simulation to Study Socio-political Issues: Possible Individual 'Fall-Out' from the US DOGE Efforts

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Abstract

Using a combination of the Mind Genomics platform BimiLeap.com and AI, the paper shows how one can rapidly explore ideas in today's unstable world of political instability coupled with social instability. The paper shows by means of simulation how the investigator can identify a problem by using AI to create a 'situation backgrounder', and then use that backgrounder in turn to create classification questions about people, questions about responses to situations calling for betraying one's country, and then answers to those questions. The questions never appear in the analysis, but simply act as guides to generate answers, which are presented as statements. Synthetic respondents, created by AI, are then exposed to vignettes comprising 2-4 of these above-mentioned answers. The respondents are also given personas by AI, as well as given different types of background instructions. The effort provides an instructional database showing how response classified as either 'loyal' or 'tempted' can be traced to the types of messages a person receives, the persona of the person created by AI, and finally the type of situation which prevails (e.g., public feelings shortly after DOGE, Department of Government Efficiency has made its cuts). The process is quick (hours and days), affordable (only costs are AI), and deep information, allowing the simulation to give a sense of what may happen.

Introduction

In President Trump's second term as US President, he created DOGE. Dept of Governmental; Efficiency. The goal was to audit government expenditures and cut waste, doing so dramatically by firing people who had spent years and even decades as civil servants and as other ways of working for the US government. The outcome was that many government employees lost their jobs. There were, of course, negative feelings by the fired people (and others) towards the government. The topic here is to simulate what might be the actions of these disaffected, fired people, were they to be approached by individuals by another country to take money for selling what they know, and possibly learned during their tenure with the US government [1,3,7,8].

During this same period, research in the emerging science of Mind Genomics continued to show the ability of this science to understand the way people think about the topics of ordinary life and make decisions of the ordinary [4]. The Mind Genomics process of creating elements (messages) about a topic and combining these messages

into vignettes according to an underlying plan called an experimental design ended up revealing many facets of how people think about topics. The strategy was to avoid having people 'intellectualize' about a topic. Rather, one would create simple combinations of messages, so-called vignettes, and have the respondent rate the vignette. The respondent was not challenged at all to defend the choice or even to verbalize the reasons for the choice of rating scale value for a particular vignette). The subsequent analysis, using standard statistical methods like regression and clustering, revealed in clear detail the criteria that the respondent used to rate the individual elements in the vignette [9,11].

The happy outcome of the above was a way to simulate the compound nature of reality. Much like in daily life, the respondent simply made decisions, almost without thinking. We should not be surprised at this behavior, and how natural it is easy. What is important comes down to the simple reality that here is a more natural way to measure thinking about a topic, and in fact one which is becoming increasingly cheaper, faster, and simpler from the user's point of view.

A historical note is in order here: The original efforts began in the 1980's, four decades ago. The process was simple although convoluted and effortful by today's standards. In an era when the personal computer was starting, the researcher would assemble the material, usually sentences, but sometimes pictures. The user would then create one experimental design, with 2-3 times the number of fixed vignettes as elements. That is, the researcher might have 96 elements. The researcher would then create 192 combinations, which each element appearing 4-5 times across the 192 combinations. These combinations were fixed. The design was 'tested' ahead of time to make sure that it was amenable to analysis by OLS (ordinary least squares) regression [12]. The creation of one experiment allowed the researcher to manually check each vignette, each combination of elements, to make sure no vignette contained prohibited combinations, viz, elements which contradicted each other

Today's version of BimiLeap has evolved from those early days of forty years ago. Today's version has evolved from a starting idea about 36 elements requiring 60 combinations or vignettes (4 categories, each with 9 elements), then 36 elements requiring 48 combinations or vignettes (6 categories, each with 6 elements), and finally today's time-starved design of 16 elements requiring 24 combinations (4 categories, each with four elements).

Incorporating AI into the Process

AI interacts with Mind Genomics at least four levels, all ow

which are currently available on the Mind Genomics platform, www.BimiLeap.com.

Step 1: Create a Backgrounder to Develop a Deeper Sense of the Topic

Our first step is to assemble information about the topic, more for general knowledge than for the framing of specific questions. Any of today's LLM models, e.g., Chat GPT or Co-Pilot can provide a useful backgrounder to the topic. The backgrounder shown in Table 1 was developed by Microsoft's LLM, Co-Pilot. The request was to provide a 10-paragraph composition on the likely feelings, opportunities and vulnerabilities of those civil servants who were summarily dismissed without cause from their jobs as part of the DOGE effort. As we will see below, this first effort need not be made, but it is advisable to do so just for the purposes of creating an overview of the topic.

Moving beyond the orientation to the problem is using AI to sharpen one's ideas about how the Mind Genomics approach should be used. Table 2 shows how Microsoft's CoPilot provides a way to focus the user on what might be the most effective way to use Mind Genomics. The information in Table 2 is not necessary for the project and indeed was never codified in such a short form until AI was available. Table 2 may provide material already known to experts, but at the same time the user can benefit from a reiteration of basic ideas provided by reinterrogating AI.

Table 1: Using AI to create a general story.

<p>1 Disaffected former civil servants present a uniquely vulnerable population during periods of political upheaval and mass layoffs. They carry deep procedural knowledge that outsiders can translate into strategic leverage. They experience abrupt loss of income, identity, and community, which intensifies resentment. They encounter predatory outreach that exploits emotional instability and financial distress. They rationalize disclosure as harmless when framed as "process details" rather than secrets. They underestimate how contextual knowledge can enable targeting and circumvention. They remind us that efficiency reforms can unintentionally widen human-centered security gaps.</p>
<p>2 Foreign operatives capitalize on grievance, recognition needs, and financial strain to open doors that technology alone cannot secure. They approach targets with empathy scripts that validate anger and loss. They layer small requests to normalize disclosure and build trust gradually. They mix cash offers with flattery to reconstitute status for dismissed experts. They reframe cooperation as "consulting" to blur ethical and legal boundaries. They harvest mundane operational facts that enable pattern-matching across agencies. They demonstrate that human factors, not just secrets, drive consequential breaches.</p>
<p>3 Economic desperation accelerates risk-taking and distorts judgment when dismissed employees face immediate obligations and dwindling options. They prioritize short-term survival over long-term legal exposure. They accept incremental payments that escalate scope and sensitivity of disclosures. They misjudge the value of process, timelines, or vendor details to foreign analysis. They treat informal chats as harmless despite cumulative intelligence gains. They allow sunk costs in the relationship to harden commitment. They show how financial stress can become a vector for exploitation.</p>
<p>4 Resentment transforms into justification when former public servants recast disclosure as moral correction rather than betrayal. They tell themselves that exposing waste restores accountability. They conflate whistleblowing with foreign-enabled information brokering. They accept narratives that valorize dissent while masking ulterior motives. They dismiss loyalty claims as outdated in a punitive administrative climate. They perceive themselves as agents of reform despite coercive dynamics. They illustrate how grievance narratives can substitute for ethical guardrails.</p>
<p>5 Operational insights from non-classified domains still deliver strategic advantages to adversaries who synthesize context at scale. They blend workflow rhythms, staffing patterns, and procurement cycles to infer vulnerabilities. They map decision pathways and choke points to predict delays or blind spots. They triangulate vendor ecosystems to identify exploitable dependencies. They correlate cultural norms and leadership styles with likely responses. They use timing data to plan approaches that evade routine scrutiny. They confirm that "harmless" context can unlock high-impact targeting.</p>
<p>6 Network exposure amplifies risk when dismissed employees maintain ties to active insiders through friendship, mentorship, or project histories. They forward introductions that bypass formal vetting processes. They encourage current staff to share "public" artifacts that carry embedded signals. They co-author analyses that blend historical memory with fresh access. They host informal gatherings that enable social engineering. They transmit insider language that improves credibility for foreign interlocutors. They turn social capital into pathways for deeper infiltration.</p>
<p>7 Counterintelligence teams mitigate these dynamics by embedding human-centered safeguards before, during, and after dismissals. They conduct structured exit debriefs that identify risk factors and access footprints. They extend confidential reporting channels for post-employment approaches. They provide transition support that reduces financial and identity shocks. They sustain alumni networks that preserve belonging and pro-social norms. They tailor awareness training to emotional and cognitive biases under stress. They demonstrate that prevention depends on trust, not only surveillance.</p>
<p>8 Policy designers balance efficiency gains against morale, reputation, and insider risk externalities that emerge from large-scale personnel cuts. They quantify downstream security exposure as part of reform cost-benefit analyses. They design transparent processes that minimize humiliation and perceived injustice. They phase changes to reduce shock and enable orderly knowledge transfer. They integrate red-team simulations that model grievance-driven exploitation. They commit resources to post-separation support as a national security investment. They treat human dignity as security control, not as a luxury.</p>
<p>9 Scenario simulations reveal branching pathways where minor disclosures cascade into systemic exposure across agencies and contractors. They model sequences where coffee chats evolve into structured intelligence exchanges. They track how small facts enable adversaries to test assumptions cheaply. They identify inflection points where ethics reminders or support could interrupt escalation. They quantify risk reduction from targeted interventions at vulnerable nodes. They surface patterns that inform recruitment of resilient leaders and mentors. They convert abstract concerns into actionable safeguards.</p>
<p>10 Leaders protect national interests more effectively when they understand, anticipate, and address the human aftermath of efficiency reforms. They prioritize humane separations that preserve identity and respect. They invest in resilience resources that reduce susceptibility to hostile outreach. They coordinate counterintelligence, HR, and ethics programs for unified deterrence. They measure morale and belonging as strategic indicators, not soft metrics. They communicate continuity of mission to prevent cynicism and detachment. They align efficiency with security by centering people at every stage.</p>

Table 2: AI introduction to the process of Mind Genomics.

<p>Mind Genomics should define the behavioral question space with precision before any modeling begins.</p> <ol style="list-style-type: none"> 1 It enumerates the specific decision moments when foreign approaches occur. 2 It identifies the triggers that convert contact into consideration of disclosure. 3 It specifies contextual constraints like finances, identity, status, and belonging. 4 It articulates outcome classes such as refusal, stall, partial disclosure, and escalation. 5 It frames each construct in plain, testable language suitable for vignette design. 6 It establishes measurement objectives that tie responses to interpretable micro-drivers. 7 It sets ethical boundaries to avoid operationalizing harmful tactics. 8 It plans segmentation outputs usable by counterintelligence and HR policy teams. 9 It aligns the entire inquiry with human-centered security goals.
<p>Mind Genomics should build a structured library of micro-story vignettes that simulate realistic recruitment attempts.</p> <ol style="list-style-type: none"> 1 It encodes offers, flattery, grievance framing, and moral rationalizations as discrete elements. 2 It varies stakes, timing, channel, and social validation in orthogonal combinations. 3 It ensures each vignette blends 2-4 or even 5 or 6 six elements to create ecological realism. 4 It balances content across financial, recognition, revenge, and belonging cues. 5 It prevents confounds by equalizing element exposure across respondents. 6 It writes all text in clear, active voice to reduce interpretation noise. 7 It pilots language with small samples to verify clarity and face validity. 8 It documents every element to enable traceable analytics. 9 It stresses neutrality in tone to avoid demand characteristics.

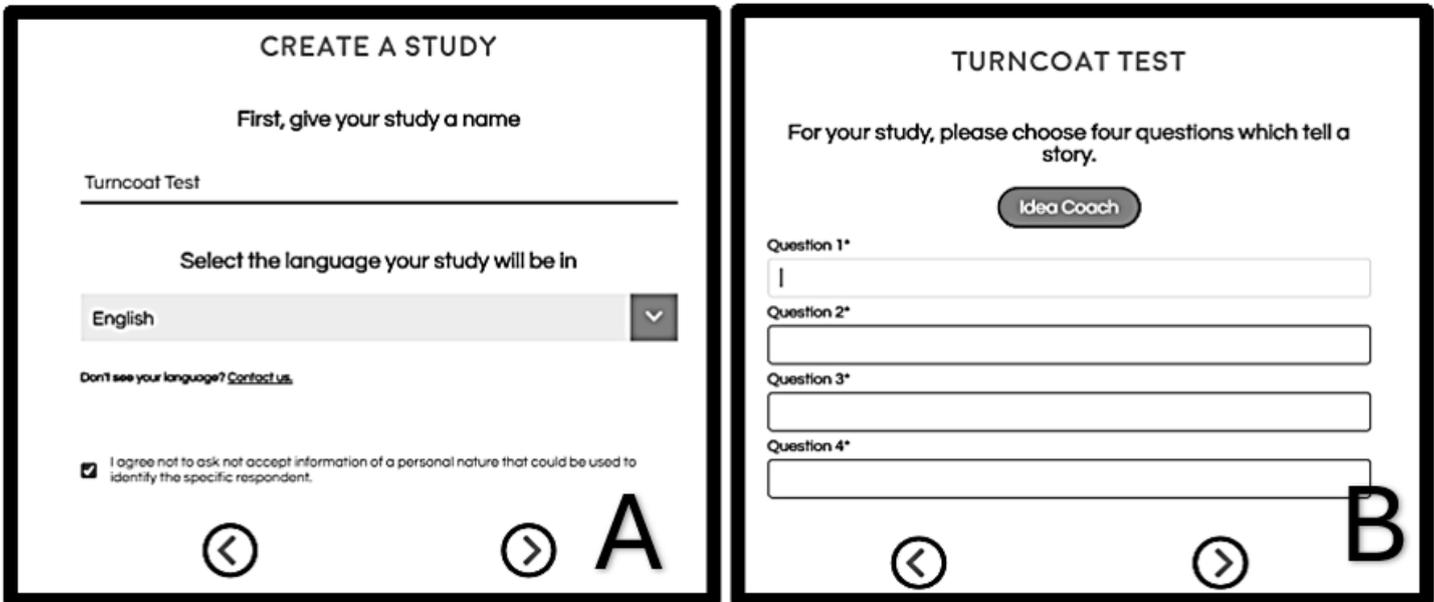


Figure 1: User steps to set up a Mind-Genomics study (Panel A), and to create four questions (Panel B).

Step 2: Set Up the Mind Genomics Study

1. Develop a series of questions which 'tell a story'.
2. For each question create four answers, the four answers (or elements) differing as much as possible from each other.
3. Create up to 16 classification questions which allow the respondent to profile themselves.
4. Create an introductory statement explaining the topic, and then provide rating scale.

The order of activities listed above has changed in different versions of the Mind Genomics program.

Figure 1 (left panel) shows the first screen that the user fills. The left panel shows simply the name of the Mind Genomic study (really 'experiment') the language, and a disclaimer that no personal information will be taken.

Panel B below shows the request for four questions. Up to the advent of LLM models such as Chat GPT, it was at this first step that the process often encountered is first resistance, and indeed many studies were aborted at this early stage. Panel B requests that the respondent generate four questions which tell a story. During the period of evolution, from approximately 1998 onwards, it seemed to be becoming increasingly harder for researchers, or at least those who wanted to use Mind Genomics, to come up with four questions which 'told a story' That observation, although subjective, corresponded to many people saying that they wished there were an easier way to develop these questions along. Indeed, by the year 2020 it seemed that Mind Genomics was destined to suffer a death because many prospective users felt simply that coming up with questions was beyond them. This observation tallies with the often-repeated observation by many that the thinking abilities of people seemed to be eroding.

Step 3: Generate the Four Questions Using AI

Figure 2 shows the Idea Coach section introduced in Figure 1. The left panel shows the request made to the AI embedded in the Idea Coach. The right panel shows the output from this initial iteration. Each iteration of the Idea Coach at this stage generates 15 different questions. The iterations may be repeated to generate a new set of 15 questions. Some of the questions will overlap. A strong introduction to the topic may emerge when the user runs many iterations, since later AI will analyze the output from AI, and offer new insights as Table 3 shows.

The actual output from the Mind Genomics set-up is much richer, with the analysis occurring as the study is being completed. An 'iteration' in the setup occurs when then the Idea Coach on the left is submitted. Table 3 shows the rich nature of the outcome, including the original input request the questions, as well as AI analysis of the output. The AI is once again Chat GPT.

Step 5: Use AI to Guide Thinking about the Questions and Answers to Choose

When AI was first incorporated into Mind Genomics in 2023, the

principal use was to make researcher's job less taxing, viz., by providing questions and then answers to the questions. Table 4 shows four questions generated by the AI in IDEA Coach, and for each question, four of the 15 answers further generated by Idea Coach. Table 4 need not contain questions from the same iteration. The BimiLeap program is set up so that the user can instruct the embedded AI to go through another iteration. Only when the user finally selects the four questions (from repeated iterations) and well as provides four answers to a specific question (from repeated iterations does the program move on.

The actual process to generate the questions and then select the answers was approximately 15 minutes, a speed unimagined even a decade ago. The actual study ended up being created in a matter of about an hour.

Step 6: Create Self-profiling Questions as the Basis of 'Personas' to be Used by AI

It is by now a truism that people differ from each other. When working with Mind Genomics, whether using people or synthetic AI-created 'personas', it is instructive to find out about the respondent. This discovery may be about who the respondent IS, what the respondent DOES, how the respondent FEELS AND THINKS, etc. An

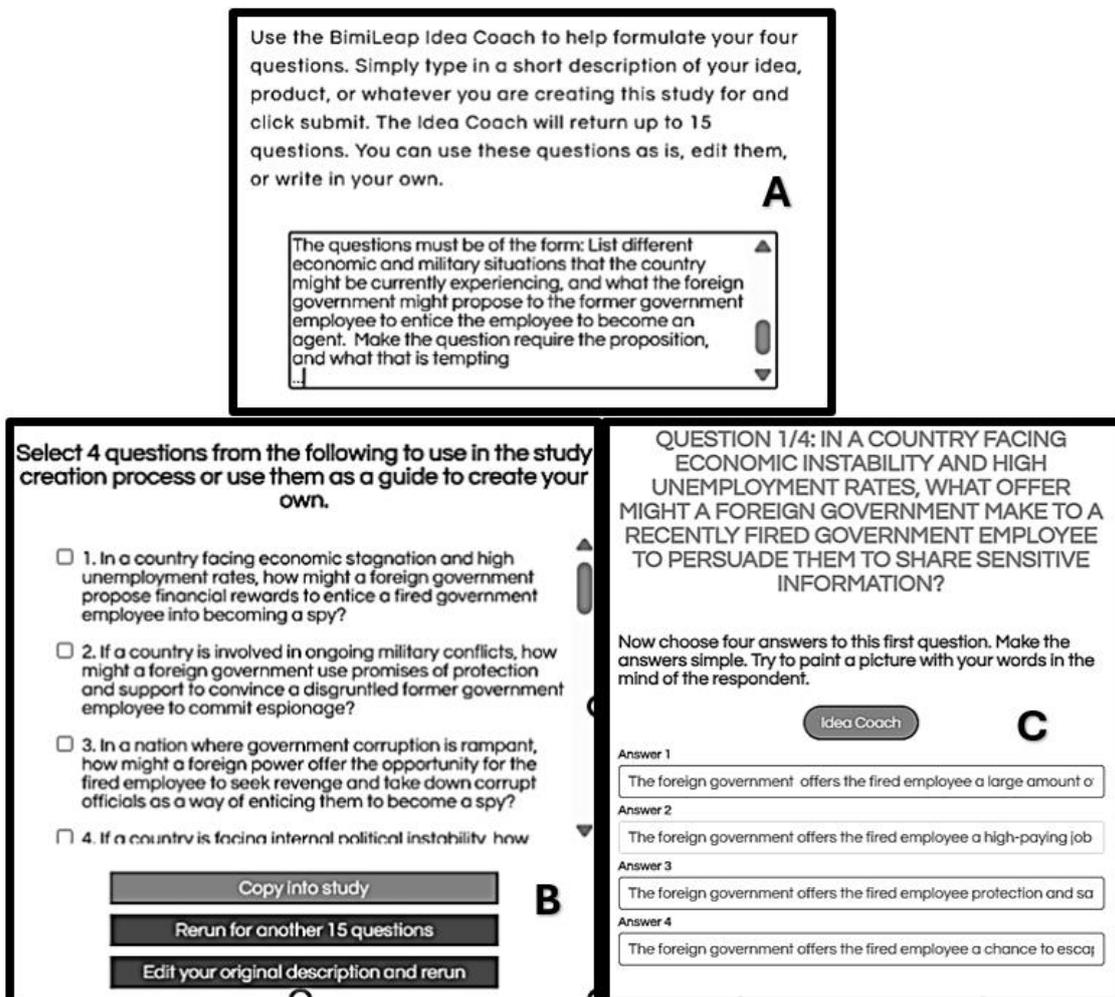


Figure 2: Idea Coach allowing user to write about the study (panel A), an intermediate output of 15 questions with the output comprising the first of possibly many iterations (panel B) and finally an example of four question finally selected from or even across several iterations (panel C).

Table 3: First iteration, viz., first set of questions generated by AI, based upon the information provided in the Idea Coach.

<p>Prompt written in the Idea Coach Box (BimiLeap platform for Mind Genomics)</p> <p>We know that there are foreign powers which would like to work with these embittered government employees. The way that they want to work is either through the employee giving away possibly secret information, or the employee committing sabotage. With the foregoing in mind, create questions dealing with what the foreign power might do to 'turn' a fired government employee into a spy for the foreign power. The questions must be of the form: List different economic and military situations that the country might be currently experiencing, and what the foreign government might propose to the former government employee to entice the employee to become an agent. Make the question require the proposition, and what that is tempting.</p> <p>Topic Questions:</p> <ol style="list-style-type: none"> 1. In a country facing economic instability and high unemployment rates, what offer might a foreign government make to a recently fired government employee to persuade them to share sensitive information? 2. In a country facing military tensions with neighboring nations, how might a foreign government tempt a disgruntled former government employee to sabotage their country's defense systems? 3. What incentives could a foreign government offer to a fired government employee in a country experiencing a major political crisis to entice them to leak confidential diplomatic communications? 4. How might a foreign power exploit the anger and frustration of a recently terminated government employee in a country with systemic corruption for their own espionage goals? 5. In a country suffering from widespread poverty and lack of basic resources, what temptations could a foreign government dangle in front of a former government worker to persuade them to engage in espionage activities? 6. What strategies might a foreign government employ to recruit a fired government employee in a nation dealing with internal strife and civil unrest as a spy or saboteur? 7. How might a foreign power capitalize on the disillusionment and sense of betrayal felt by a terminated government worker in a country struggling with widespread social inequality to turn them into an agent of espionage? 8. In a country facing cybersecurity threats and vulnerabilities, what enticements could a foreign government offer to a disgruntled former government employee to exploit these weaknesses for their own intelligence-gathering purposes? 9. What tactics might a foreign government use to manipulate a fired government employee in a nation dealing with internal power struggles and factionalism to coerce them into acts of espionage against their own country? 10. How could a foreign power take advantage of the uncertainty and instability caused by the dismissal of a government employee in a country with weak governance and rule of law to recruit them as a spy or saboteur? 11. What inducements might a foreign government present to a recently fired government worker in a nation facing threats from terrorist organizations to persuade them to compromise national security for personal gain? 12. In a country with a history of political assassinations and targeted attacks, how might a foreign power tempt a discharged government employee to collaborate in carrying out acts of sabotage against their own government? 13. What strategies could a foreign government employ to exploit the anger and resentment of a terminated government employee in a nation struggling with widespread corruption and lack of accountability to recruit them as an espionage asset? 14. How might a foreign power leverage the fear and uncertainty experienced by a fired government worker in a nation dealing with external aggression and territorial disputes to coerce them into engaging in espionage activities? 15. What incentives could a foreign government offer to a former government employee in a country experiencing a breakdown of law and order to persuade them to betray their country's secrets and interests for the benefit of the foreign power?
<p>AI Analysis 'after the study has been launched</p> <p>A Key Ideas</p> <ol style="list-style-type: none"> 1. The potential vulnerabilities and risks associated with government employees being recruited as spies or saboteurs by foreign governments in times of economic instability, military tensions, political crises, corruption, poverty, social inequality, cybersecurity threats, internal strife, weak governance, and terrorism threats. 2. The tactics and strategies that foreign governments may employ to manipulate, exploit, and recruit fired government employees for espionage activities, including offering inducements, leveraging emotions such as anger, disillusionment, and fear, and taking advantage of the lack of accountability and law enforcement. 3. The ethical and moral dilemmas faced by government employees who may be tempted by personal gain or revenge to betray their country's national security and interests, as well as the potential consequences of their actions on their country's stability and security.
<p>B Perspectives</p> <p>Plus:</p> <ol style="list-style-type: none"> 1 Increased awareness and vigilance to prevent spy recruitment. 2 Collaboration and information sharing among security agencies to address the issue 3 Training programs and resources available for government employees to resist recruitment efforts <p>Minus:</p> <ol style="list-style-type: none"> 1 Potential damage and harm to national security if a government employee is recruited as a spy 2 Erosion of trust and integrity within government institutions 3 Difficulty in identifying and dismantling spy networks operating within government agencies <p>Interesting:</p> <ol style="list-style-type: none"> 1 The use of advanced technology and cyber tools by foreign governments to target and recruit potential spies 2 The psychological tactics and manipulation techniques employed to exploit vulnerabilities in government employees 3 The moral and ethical implications of betraying one's country and the complex motivations behind individuals who choose to become spies
<p>C What is missing</p> <ol style="list-style-type: none"> 1 The potential consequences and risks for the fired government employee in engaging in espionage activities. 2 The ethical considerations and moral dilemmas faced by the government employee in deciding whether or not to betray their country. 3 The role of government agencies and security measures in detecting and preventing espionage activities by foreign powers. 4 The importance of upholding national security and protecting sensitive information in the face of external threats. 5 The potential legal ramifications for the fired government employee if caught engaging in espionage. 6 The impact of espionage activities on diplomatic relations between countries and the potential for escalating tensions.

D Alternative Viewpoints

1. Some may argue that foreign governments should not be engaging in espionage activities against other countries, regardless of the circumstances, as it undermines global trust and stability.
2. Others may believe that fired government employees should be supported and offered assistance in finding new employment or addressing any grievances they may have, rather than being targeted for espionage recruitment.
3. There may be concerns about the ethics and morality of using individuals who are in vulnerable situations, such as being recently fired, to carry out espionage activities for foreign governments.
4. Some may argue that instead of exploiting the weaknesses and frustrations of fired government employees, foreign governments should work towards diplomatic solutions and respectful relationships with other countries.
5. There could be a viewpoint that emphasizes the importance of upholding national security and protecting sensitive information, even if it means offering incentives to fired government employees to prevent them from leaking confidential data to foreign powers.

E Opposing Audiences

1. Government officials and security agencies in the targeted country: They would oppose these actions as they would view them as threats to national security and sovereignty.
2. Citizens of the targeted country: They would oppose any foreign interference or espionage activities that could harm their country's interests and stability.
3. Human rights organizations: They would oppose the manipulation and exploitation of fired government employees for espionage purposes, as it could violate their rights and lead to unethical behavior.
4. International organizations: Organizations such as the United Nations or the European Union would oppose these actions as they could disrupt international relations and lead to conflicts between countries.

F Innovations

Innovations 1:

Enhanced cybersecurity training and protocols for government employees to prevent recruitment by foreign governments. Implementing enhanced cybersecurity training and protocols for government employees would help to significantly reduce the risk of them being recruited by foreign governments. By ensuring that employees are adequately trained in identifying potential cybersecurity threats and following best practices for secure communication and data management, the government can protect sensitive information and prevent it from falling into the wrong hands. This proactive approach would also help to safeguard national security interests and maintain the integrity of government operations. Additionally, such measures would demonstrate a commitment to combating espionage and protecting against potential threats to the security of the nation. It is crucial for government employees to be well-trained in cybersecurity to prevent infiltration by foreign governments, which could have serious national security implications. This training and protocols can greatly enhance the security measures in place and reduce the risk of breaches. While implementing enhanced cybersecurity training and protocols for government employees will take time to develop, test, and roll out, it is a feasible solution that could be implemented within a relatively short timeframe. While cybersecurity training and protocols are important in today's digital age, the idea of specifically targeting government employees to prevent recruitment by foreign governments is not entirely novel. It is a common practice for organizations, including government agencies, to implement cybersecurity measures to protect sensitive information from external threats.

Innovation 2.

A mobile app or online platform for reporting suspicious behavior or recruitment attempts, providing anonymity for whistleblowers. By allowing individuals to report suspicious behavior or recruitment attempts anonymously, more people may feel comfortable coming forward with crucial information. This could lead to earlier intervention by law enforcement agencies and potentially prevent violent attacks or radicalization. Additionally, such a platform could serve as a valuable tool for monitoring and tracking extremist networks, aiding in the disruption of their activities and dismantling of their organizations. Overall, the implementation of this suggestion could have a positive impact on national security and public safety. Providing a secure platform for reporting suspicious behavior or recruitment attempts can significantly aid in preventing potential acts of terrorism or violent extremism. This allows individuals to report concerns without fear of retaliation, ultimately helping authorities to identify and address threats before they escalate. The technology to create a mobile app or online platform for reporting suspicious behavior already exists, and there are similar platforms already in existence. However, implementing a system that provides complete anonymity for whistleblowers may take some time to ensure security and privacy measures are in place. It is a feasible idea that could be practical in the near future with the right development and support.

Innovation 3

Implementing increased transparency and oversight in government agencies would help to combat corruption and prevent foreign entities from exploiting these institutions for their own gain. By providing clear and accessible information about government activities, decision-making processes, and financial transactions, the public can hold officials accountable and reduce the likelihood of underhanded dealings. This would also help to build trust between the government and its citizens, as well as protect national security interests from foreign interference or influence. Overall, this measure would bolster the integrity and effectiveness of government operations, ensuring that they serve the best interests of the country and its people. Increased transparency and oversight in government agencies can greatly help in preventing corruption and exploitation by foreign entities, which are significant threats to national security and sovereignty. However, while this suggestion is important, it may not completely solve the issue as corruption can still occur even with increased transparency and oversight.

Innovation 4

Counseling and support services for government employees who may be vulnerable to recruitment, such as those facing financial difficulties or personal issues. Providing counseling and support services for government employees who may be vulnerable to recruitment can help prevent them from falling into potentially compromising situations. By addressing issues such as financial difficulties or personal issues, employees may be less susceptible to external influences that could lead them to engage in unethical behavior or espionage activities. Additionally, offering support can create a more positive work environment and improve employee morale and well-being. Ultimately, investing in counseling and support services can contribute to a more secure and productive workforce. Additionally, offering assistance to employees facing financial or personal issues can improve their overall well-being and job performance.

Innovation 5

Strengthening diplomatic relations and intelligence sharing between countries to help prevent recruitment of spies and protect national security. Strengthening diplomatic relations and intelligence sharing between countries could lead to increased cooperation in identifying and neutralizing potential spies working for foreign governments. By sharing information and resources, countries can better assess threats and take proactive measures to prevent espionage activities. This collaboration can also help in identifying patterns and trends in spying activities, allowing for more efficient allocation of resources towards countering espionage. Ultimately, such efforts can enhance national security and safeguard critical assets from foreign infiltration and manipulation. While the idea of strengthening diplomatic relations and intelligence sharing between countries is not entirely unique, the specific focus on using these measures to prevent the recruitment of spies and protect national security adds a unique element to the suggestion. It highlights the importance of cooperation and information sharing in addressing security threats in a proactive manner.

efficient way to discover this information is to present the respondent with a closed end questionnaire, such as that shown in Table 5. The respondent, or in this case the AI, simply chooses the most appropriate answer for each question. To arrive at the nine questions shown in Table 5 we instructed AI to provide nine different questions that could describe a person involved in losing their job due to DOGE, and then for each question generate two radically different answers.

When people answer the questions in Table 5 we end with a sense of who they 'are'. The thinking is different with AI. The AI program

can be provided by a persona, created by an underlying program. In BimiLeap the underlying program randomly selects one of the three answers for each question in Table 5. The objective was to estimate the absolute contribution of answer in the subsequent analysis. It is for that reason that a final answer, "I cannot answer this question", was added. With that type of answer, the AI ignores the topic in the creation of the persona.

Later, in the analysis, we will consider the contribution of the elements, as well as the contributions of the persona, to the rating.

Table 4: The four questions and the four answers (elements) generated for the study.

	Question A: In a country facing economic instability and high unemployment rates, what offer might a foreign government make to a recently fired government employee to persuade them to share sensitive information?
A1	The foreign government offers the fired employee a large amount of money to share confidential information.
A2	The foreign government offers the fired employee a high-paying job with great benefits.
A3	The foreign government offers the fired employee protection and safety for their family.
A4	The foreign government offers the fired employee a chance to escape their country's economic problems.
	Question B: In a country facing military tensions with neighboring nations, how might a foreign government tempt a disgruntled former government employee to sabotage their country's defense systems?
B1	The tactic: Offer a large sum of money in exchange for insider information or assistance in sabotaging defense systems.
B2	The tactic: Promise asylum and protection in their country in exchange for cooperation.
B3	The tactic: Exploit personal grievances or dissatisfaction with the current government to manipulate the individual into committing acts of sabotage.
B4	The tactic: Threaten the individual or their loved ones with harm or retaliation if they do not comply with their demands.
	Question C: What incentives could a foreign government offer to a fired government employee in a country experiencing a major political crisis to entice them to leak confidential diplomatic communications?
C1	Appeal to insecurity: Legal assistance and support in case of any repercussions from leaking the confidential communications.
C2	Appeal to insecurity: Help relocate their family to the foreign country and establish a new life.
C3	Appeal to insecurity: Recognize and give public praise for their bravery in exposing corruption and wrongdoing.
C4	Appeal to insecurity: Provide new opportunities for personal and professional development, such as access to training programs and resources.
	Question D: In a country suffering from widespread poverty and lack of basic resources, what temptations could a foreign government dangle in front of a former government worker to persuade them to engage in espionage activities?
D1	The big picture: Give opportunities for education and career advancement for the worker's children.
D2	The big picture: Give access to advanced technology and resources that may not be readily available in their home country.
D3	The big picture: Threaten harm or retaliation against the worker or their family if they do not comply.
D4	The big picture: Give opportunities to travel and experience a lifestyle beyond their wildest dreams.

Table 5: The nine questions used by AI to create a synthetic persona. The person emerged from the random (but ultimately balanced) choice of one answer from each question to generate the synthetic person.

<p>Q1: Do you feel a strong patriotic connection to your country 1=I do not feel a strong connection to this country 2=I do feel a strong connection to this country 3=I can't answer this question</p>
<p>Q2: Do you feel you are appreciated by your country 1=I do not feel appreciated by my country 2=I feel appreciated by my country 3=I can't answer this question</p>
<p>Q3: Are you a native-born United States or a naturalized citizen or neither 1=I am a Native-born United States citizen 2=I am a Naturalized United States citizen 3=I cannot answer this question</p>
<p>Q4: What do you feel about your future 1=I am confident that my future in the United States is good 2=I am not at all confident that my future in the United States is good 3=I cannot answer this question</p>
<p>Q5: How does your family feel about the United States 1=My family loves the United States and praises it whenever possible 2=My family is very unhappy about the United States of today 3=I cannot answer this question</p>
<p>Q6: How do you feel about the next ten years in the United States 1=The next ten years in the United States are going to be golden years 2=The next ten years in the United States are going to be full of social and economic problems 3=I cannot answer this question</p>
<p>Q7: Do you think that there is a better place than the United States to live for you and your family 1=The United State is the best place in the world to live 2=The United State is not at all the best placed in the world to live. There are better places 3=I cannot answer this question</p>
<p>Q8: Do you feel you can be 'bought' for the right price because everyone has a price 1=I feel that I can be 'bought' for the right price because everyone has a price 2=I feel that I cannot be 'bought' for the right price 3=I cannot answer this question</p>
<p>Q9: How do you feel about your future 1=My future is 'iffy' and I am nervous 2=My future is 'iffy' but I am not nervous 3=I cannot answer this question</p>

This analysis will allow us to understand the relative importance of the message versus of the nature of the 'respondent, as a driver of the response.

Step 6; 'Orient' AI in Terms of Four Introductions to the Situation, and the Five Point Rating Scale to Use to Evaluate the Vignettes

To obtain an even deeper understanding of how AI could integrate with Mind Genomics, we explored our different scenarios of introductions, with each introduction run in an experiment all its own. The top of Table 6 shows the four introductions, A-D. Introduction A talks about DOGE effort, combined with an upbeat mood. Introduction B talks about DOGE effort, with a downbeat mood. Introduction C talks about DOGE effort. All three introductions talk about foreign countries approaching laid-off government employees. Introduction provides no background at all but simply proceeds to the introduction about how to use the rating scale. The bottom of Table 6 shows the introduction to the vignettes, and the labelled five-point rating scale.

Step 7: Prepare for Data Analysis by Regression by Specifying BDV's (Binary Dependent Variables)

The original Mind Genomics studies were developed with a simple nine-point rating scale. The only labels were at the two extremes. The rationale for this form of scale was the popularity of top-and-bottom anchored scales in the world of applied science and consumer research. Author Moskowitz traces his roots to that field. The choice of a nine-point scale was based upon the belief that the respondents should have as much space on the scale to show the magnitude of their feelings.

Ongoing experience revealed that managers exposed to the research findings were uncomfortable with the scale. Most of the managers had been through business school, so they understood the general idea of the scale. The major problem emerging was that the

scale simply could not be interpreted in a simple manner, as simple perhaps as the 'no/yes, is my product, my idea, even my vision 'good' or 'bad.' It became obvious that the precision to be offered by a scale did not give much to the users in terms of what the user of the scale information needed.

Rather than using the scale as a measure of magnitude, the easier approach, and one already in use by other researchers, was to divide the scale into regions, usually two regions. The common use of many researchers during the time that Mind Genomics was developing (2000 – 21010) was to use a simple, anchored 5-point scale [5,10]. Rather than searching for the so-called precision of the 9-point scale, and an ability to reveal differences, the effort recognized that five points were enough. Further practice by researchers was to divide the scale into two parts, and convert the scale to two points, for example so-called 'Top 2' (ratings of 5 and 4 converted to 100, ratings of 3,2, and 1 converted to 0),

The nice thing about this conversion is that it tells the researcher what percentage of the researchers can be said to agree with the idea, like the idea, etc. the specific words to interpret Top 2 come from the anchors of the scale. The benefit for researchers of this change is that it moves the data to a form that can be analyzed by different statistical methods, whether to compute averages, or use as input in regression, or clustering.

Step 8: Run Study Once with Each Introduction, Using 'Synthetic' (AI-Created) Respondents

Once the user creates the test elements, the introduction, the rating scale, and if desired the self-profiling classification, the rest is left to the BimiLeap.com program. The user can select human respondents, or instruct the program to simulate respondents, viz., create synthetic respondents. Figure 3 shows the instructions for the user. The third selection allows the user to work with synthetic respondents, these respondents to be constructed by the combination of answers to the nine questions shown in Table 5.

Table 6: The four introductions, one introduction for each of the four experiments and then introduction to the rating scale, and the five-point labelled rating scale.

INTRODUCTION A: Here is today's situation: A foreign country has approached people in the United States to provide information. These people are specifically those who were employees of the United States government but were fired by DOGE (Department of Government Efficiency) in an efficiency drive, and through no fault of their own. THE CURRENT CONDITION OF THE UNITED STATES: The date is September 2026. There is a sense of defeatism growing in the United States. People seem to be more focused on their own problems than ever before.
INTRODUCTION B: Here is today's situation: A foreign country has approached people in the United States to provide information. These people are specifically those who were employees of the United States government but were fired by DOGE (Department of Government Efficiency) in an efficiency drive, and through no fault of their own. THE CURRENT CONDITION OF THE UNITED STATES: The date is September 2026. There is a sense of defeatism growing in the United States. People seem to be more focused on their own problems than ever before.
INTRODUCTION C: Here is today's situation: A foreign country has approached people in the United States to provide information. These people are specifically those who were employees of the United States government but were fired by DOGE (Department of Government Efficiency) in an efficiency drive, and through no fault of their own.
INTRODUCTION D: Nothing written.
Specific instructions appearing immediately after the introduction
Read the paragraph, which describes the person. Based upon the paragraph, what behavior do we expect from a former United States government employee (fired because of the drive for efficiency).
Use the entire scale. There is one answer in the scale that is the best answer for this particular scenario of a foreign power trying to get a fired government employee to work with them. Be very critical. Use all parts of the scale. Try not to be too positive or too negative. Distribute the ratings across the scale
1=The fired government employee will immediately report the effort to the local United States FBI 2=The fired government employee will simply ignore the offer made by the foreign power but do nothing else. 3=The fired government employee will be tempted, but in the end will not work with the foreign power 4=The fired government employee will be tempted to take the offer from the foreign power, but be too afraid to do something 5=The fired government employee will begin to work with the foreign power, in order to get the money or opportunity promised by the foreign power

Now that you have published your study, you need respondents! You can choose to find respondents yourself, or you could use our sourcing services or a custom service to provide respondents for your study.

Remember, studies made through the BimiLeap platform are FREE. You pay only the per respondent processing fee. If you want your study privatized, there is an additional fee for that. Other costs may be incurred when you require the translation and programming of the standard respondent instruction pages into a new language, as well as handling fees for non-credit billing, or specialized recruiting of respondents.

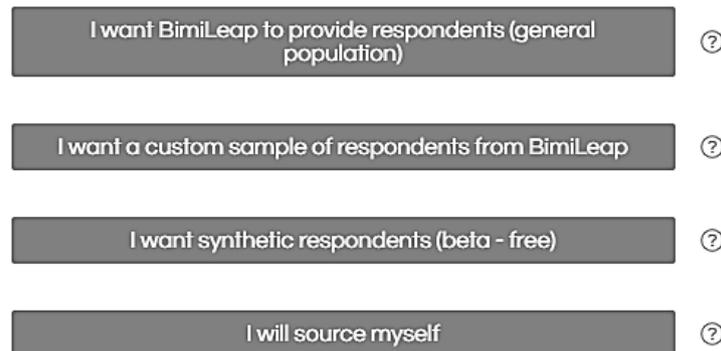


Figure 3: Screen shot showing the choice of respondents given to the user. The third row shows the option to use AI-generated synthetic respondents.

Results

The Distribution of Ratings Across the Set of Four Studies

Our first analysis looks at the distribution of the five scale points across the different subgroups of usage. Table 7 shows the distribution of the five scale points for each classification statement. The classification statements were created to be independent of each other.

Across the total of four studies, each with 500 synthetic respondents, there were an altogether of 48,000 ratings (4 studies x 400 respondents/study x 24 vignettes/respondent = 48,000). Table 7 suggests that the AI did understand the meaning of the scales and chose rating 5 a vanishingly small number of times. Keep in mind that we are talking here about 48,000 independent decisions, with the AI presented with a persona, a scale, and then a vignette of 2-4 elements. A more fine-grained analysis would reveal further evidence that the synthetic respondents generated by AI make sense in terms of the linking of 'who they are' with what they end up rating.

The labelled 5-point can be divided into sections, one loyal (ratings 1 and 2), one disloyal (rating 5), and one tempted (ratings 3 and 4). Table 7 reveals very few ratings of 5, viz., disloyal, but a substantial number of ratings for 'tempted' and a lesser but still substantial number of ratings for loyalty. For the remaining analysis we will consider two newly created BDV's (binary dependent variables). R12 (Loyal) and R34 (Tempted).

Relating the Presence/Absence of the 16 Elements to Positive Versus to Negative Responses

The use of an underlying permuted experimental design ensures that each synthetic respondent would test a different but appropriate set of 24 vignettes. The vignette comprises a specified combination of elements, at most one element or answer from each question, but with many vignettes comprising as few as two elements, and some

vignettes comprising three elements. A vignette had at most one element or answer from a question. Across the 24 vignettes, each element appeared five times and was absent 19 times. Thus, a single question would contribute exactly one of its four answers to 20 or the 4 vignettes and be absent from the remaining four of the vignettes.

The above-mentioned design was modified so that each respondent would test a different set of 24 combinations. The mathematical structure of these 24 combinations was maintained from respondent to respondent. Only the specific combinations differed. This permutation scheme allowed the user to create individual-level models across respondents. The great benefit was the ability to analyze studies with few as well as with many respondents.

Our first analysis looks at contribution of the 16 elements to the two key BDVs, LOYAL (ratings of 1 or 2), or TEMPTED (rating 3 or 4). We eliminated rating 5 from consideration because it received vanishingly few ratings from the synthetic respondents. It is clear from Table 8A that the coefficients for Temptation are almost all high, with the cut-off of a coefficient of 21 being statistically significant (t statistic >2). Table further shows that the range of coefficients across the four introductions is usually quite small, a value of 6 or lower. Importantly, and quite remarkable, the coefficient for TEMPTED is highest when there is no introduction, and lowest for the introduction with presents DOGE along with the statement that the attitude of the citizen is upbeat, positive, and patriotic. We interpret this pattern to mean that for the same element, the most the country is described as positive and optimistic after DOGE has done its work, the (slightly) less tempting the element may be.

An 'Integrative Model' Incorporating Contributions of Messages, Introductions, and Feelings

Thus far the analysis has been of the 16 elements (A1-D4) as it has been affected by introduction to the synthetic respondent. We also

Table 7: Distribution of ratings across the four sets of studies.

Rating Scale value	LOYAL		TEMPTED		Disloyal
	R1	R2	R3	R4	R5
Total	6	13	40	41	0
Introduction to the study given to the AI respondent					
A – Positive, complete	11	18	39	32	0
B – Negative, complete	2	11	29	57	0
C – Only DOGE action, no response	8	13	39	40	0
D – No introduction provided	4	10	52	34	0
Gender					
1 Male	6	12	39	43	0
2 Female	7	14	41	39	0
Q1: Do you feel a strong patriotic connection to your country?					
1=I do not feel a strong connection to this country	4	12	39	45	0
2=I do feel a strong connection to this country	8	13	41	37	0
3=I can't answer this question	6	14	40	40	0
Q2: Do you feel you are appreciated by your country?					
1=I do not feel appreciated by my country	5	13	38	44	0
2=I feel appreciated by my country	7	13	41	39	0
3=I can't answer this question	6	13	40	40	0
Q3: Are you a native-born United States or a naturalized citizen?					
1 I am a Native-born United States citizen	8	15	41	36	0
2 I am a Naturalized United States citizen	7	14	42	37	0
3 I cannot answer this question	5	11	39	45	0
Q4: What do you feel about your future?					
1=I am confident that my future in the United States is good	9	15	42	35	0
2=I am not at all confident that my future in the United States is good	3	11	41	45	0
3 I cannot answer this question	7	13	37	43	0
Q5: How does your family feel about the United States?					
1=My family loves the United States and praises it whenever possible	10	15	41	34	0
2=My family is very unhappy about the United States of today	4	12	39	45	0
3=I cannot answer this question	5	12	40	43	0
Q6: How do you feel about the next ten years in the United States?					
1=The next ten years in the United States are going to be golden years	7	13	36	44	0
2=The next ten years in the United States are going to be full of social and economic problems	4	13	43	40	0
3=I cannot answer this question	7	13	41	38	0
Q7: Do you think that there is a better place than the United States to live for you and your family?					
1=The United State is the best place in the world to live	10	16	41	33	0
2=The United State is not at all the best placed in the world to live. There are better places	3	12	38	48	0
3=I cannot answer this question	5	12	41	42	0
Q8: Do you feel you can be 'bought' for the right price because everyone has a price?					
1=I feel that I can be 'bought' for the right price because everyone has a price	2	6	31	60	0
2=I feel that I cannot be 'bought' for the right price	11	20	44	25	0
3=I cannot answer this question	6	13	45	36	0
Q9 How do you feel about your future?					
1=My future is 'iffy' and I am nervous	5	12	40	43	0
2=My future is 'iffy' but I am not nervous	7	13	39	41	0
3=I cannot answer this question	7	14	40	38	0

Table 8A: How the introduction and the elements interact to generate coefficients for equations relating the presence/absence of the 16 elements to 'TEMPTED' and 'LOYAL', respectively.

Equation relating TEMPTED to elements – by four introductions							Equation relating LOYAL to elements – by four introductions						
INTRODUCTION	D	C	B	A			INTRODUCTION	D	C	B	A		
	Nothing	DOGE Only	DOE + Negative	DOGE + Positive	Range			Nothing	DOGE Only	DOE + Negative	DOGE + Positive	Range	
B1	The tactic: Offer a large sum of money in exchange for insider information or assistance in sabotaging defense systems.	27	23	27	21	6	A1	The foreign government offers the fired employee a large amount of money to share confidential information.	4	3	2	6	4
C2	Appeal to insecurity: Help relocate their family to the foreign country and establishing a new life.	27	23	24	21	6	A2	The foreign government offers the fired employee a chance to escape their country's economic problems.	4	4	2	4	3
C3	Appeal to insecurity: Recognize and give public praise for their bravery in exposing corruption and wrongdoing.	27	24	24	22	5	A3	The tactic: Exploit personal grievances or dissatisfaction with the current government to manipulate the individual into committing acts of sabotage.	4	4	4	5	1
B4	The tactic: Threaten the individual or their loved ones with harm or retaliation if they do not comply with their demands.	26	23	25	21	5	A4	The foreign government offers the fired employee a high-paying job with great benefits.	3	3	2	6	4
C1	Appeal to insecurity: Legal assistance and support in case of any repercussions from leaking the confidential communications.	26	23	25	23	3	B1	The foreign government offers the fired employee protection and safety for their family.	3	3	2	6	3
C4	Appeal to insecurity: Provide new opportunities for personal and professional development, such as access to training programs and resources.	26	24	25	21	5	B2	The tactic: Offer a large sum of money in exchange for insider information or assistance in sabotaging defense systems.	3	5	4	6	3
A4	The foreign government offers the fired employee a chance to escape their country's economic problems.	25	24	27	23	4	B3	The tactic: Promise asylum and protection in their country in exchange for cooperation.	3	4	4	5	2
B2	The tactic: Promise asylum and protection in their country in exchange for cooperation.	25	23	26	21	4	B4	The tactic: Threaten the individual or their loved ones with harm or retaliation if they do not comply with their demands.	3	5	5	5	3
B3	The tactic: Exploit personal grievances or dissatisfaction with the current government to manipulate the individual into committing acts of sabotage.	25	23	25	22	4	C1	Appeal to insecurity: Legal assistance and support in case of any repercussions from leaking the confidential communications.	3	4	4	5	2
D4	The big picture: Give opportunities to travel and experience a lifestyle beyond their wildest dreams.	25	23	25	21	5	C2	Appeal to insecurity: Provide new opportunities for personal and professional development, such as access to training programs and resources.	3	4	4	5	2
A1	The foreign government offers the fired employee a large amount of money to share confidential information.	24	23	26	20	6	C3	The big picture: Give opportunities for education and career advancement for the worker's children.	3	4	3	5	2
A2	The foreign government offers the fired employee a high-paying job with great benefits.	24	22	26	20	6	C4	Appeal to insecurity: Help relocate their family to the foreign country and establishing a new life.	2	4	5	6	4
A3	The foreign government offers the fired employee protection and safety for their family.	23	22	24	19	5	D1	Appeal to insecurity: Recognize and give public praise for their bravery in exposing corruption and wrongdoing.	2	3	4	4	2
D1	The big picture: Give opportunities for education and career advancement for the worker's children.	23	23	25	19	6	D2	The big picture: Give access to advanced technology and resources that may not be readily available in their home country.	2	4	2	6	4
D2	The big picture: Give access to advanced technology and resources that may not be readily available in their home country.	23	21	25	18	6	D3	The big picture: Threaten harm or retaliation against the worker or their family if they do not comply.	2	3	3	5	3
D3	The big picture: Threaten harm or retaliation against the worker or their family if they do not comply.	23	21	22	17	6	D4	The big picture: Give opportunities to travel and experience a lifestyle beyond their wildest dreams.	1	4	2	4	3

know from Table 7 that there are differences in the patterns of ratings by WHO the respondent is (gender) and how the respondent profiles themselves (e.g., gender).

Our next analysis attempts to create a general, integrative model, using the variables for which there is a true zero, or for which a case can be made that variable has a meaningful zero. The model is straightforward. The independent variables are coded as '1' if present, and '0' if absent from the data. The elements were created by an underlying experimental design which ensured true 0's. The first set of variables are the elements, specifically presence/absence of the

elements in the vignette, with presence coded as 1, and absence coded as 0. The second set of variables are the three introductions (A, B, C) which present the DOGE action (all three introductions) as well as the emotional reactions (positive, negative, introductions A and B). The third set of variables are the nine self-profiling classification questions, each having three answers, two options, and the third option being the 'zero' case, presented as 'I cannot answer this question).

Altogether, we have 16 elements, three introductions, and 18 self-profiling classifications, or 37 predictor variables. We have 2,000 respondents, each of whom provided 24 respondents on a scale which

we define as either 'loyal' (ratings 1 and 2 transformed to 100; ratings 3,4, transformed to 0) or 'tempted' (ratings 3 and 4 transformed to 100, ratings 1 and 2 transformed to 0). Rating 5 was entirely ignored in the analysis.

The integrated model provides a rapid way to understand the patterns in the data, and to uncover patterns that might have been missed because of the sheer volume of data (48,000 synthesized ratings). It may also be that the integrated model allows us insights that would otherwise be masked. Table 8B shows the integrated model for the Total Panel.

What drives loyal: No elements drive 'loyal'

A positive reaction to DOGE and DOGE itself without any statement of citizen reaction

One specific answer in the self-profiling: Being native-born (Q31) and feeling the US is the best place to live (Q71)

What drives tempted: Most of the elements drive 'tempted', virtually to the same degree.

A negative reaction to DOGE in the introduction

Table 8B: Integrated model for the total panel. The model relates relating the binary dependent variables of LOYAL and TEMPTED, respectively, to each of the elements, introductions, and self-descriptions of the way one feels. Only coefficients of +5 or higher are shown.

VAR	Text	TEMPTED	LOYAL
	The 16 elements which appeared in the vignette, and were evaluated by the synthetic respondent		
A1	The foreign government offers the fired employee a large amount of money to share confidential information.	15	
A2	The foreign government offers the fired employee a high-paying job with great benefits.	15	
A3	The foreign government offers the fired employee protection and safety for their family.	15	
A4	The foreign government offers the fired employee a chance to escape their country's economic problems.	16	
B1	The tactic: Offer a large sum of money in exchange for insider information or assistance in sabotaging defense systems.	16	
B2	The tactic: Promise asylum and protection in their country in exchange for cooperation.	15	
B3	The tactic: Exploit personal grievances or dissatisfaction with the current government to manipulate the individual into committing acts of sabotage.	15	
B4	The tactic: Threaten the individual or their loved ones with harm or retaliation if they do not comply with their demands.	15	
C1	Appeal to insecurity: Legal assistance and support in case of any repercussions from leaking the confidential communications.	16	
C2	Appeal to insecurity: Help relocate their family to the foreign country and establishing a new life.	15	
C3	Appeal to insecurity: Recognize and give public praise for their bravery in exposing corruption and wrongdoing.	16	
C4	Appeal to insecurity: Provide new opportunities for personal and professional development, such as access to training programs and resources.	15	
D1	The big picture: Give opportunities for education and career advancement for the worker's children.	14	
D2	The big picture: Give access to advanced technology and resources that may not be readily available in their home country.	14	
D3	The big picture: Threaten harm or retaliation against the worker or their family if they do not comply.	14	
D4	The big picture: Give opportunities to travel and experience a lifestyle beyond their wildest dreams.	16	
	Description of the situation provided by the program to the AI for all the evaluations		
INTA	DOGE Citizens positive		9
INTB	DOGE Citizens negative	7	2
INTC	DOGE action only, no discussion of public response		5
	Statements in the classification used to create the synthetic respondent		
Q11	1=I do not feel a strong connection to this country	8	
Q12	2=I do feel a strong connection to this country		
Q21	1=I do not feel appreciated by my country	6	
Q22	2=I feel appreciated by my country		
Q31	1 am a Native-born United States citizen		
Q32	2 I am a Naturalized United States citizen		
Q41	1=I am confident that my future in the United States is good		
Q42	2=I am not at all confident that my future in the United States is good	6	
Q51	1=My family loves the United States and praises it whenever possible		
Q52	2=My family is very unhappy about the United States of today		
Q61	1=The next ten years in the United States are going to be golden years		
Q62	2=The next ten years in the United States are going to be full of social and economic problems		
Q71	1=The United State is the best place in the world to live		
Q72	2=The United State is not at all the best placed in the world to live. There are better places		
Q81	1=I feel that I can be 'bought' for the right price because everyone has a price	17	
Q82	2=I feel that I cannot be 'bought' for the right price		
Q91	1=My future is 'iffy' and I am nervous	10	
Q92	2=My future is 'iffy' but I am not nervous		

Any of three specific answers in the self-profiling

I don't know feel a strong connection to this country (Q11)

I do not feel appreciated by my country (Q21)

I am not at all confident that my future in the United States is good (Q42)

1=I feel that I can be 'bought' for the right price because everyone has a price.

Two Mind-sets and the Integrated Model Combining Elements, Personas, and Introductions

The final analysis of our data involves mind-set segmentation. A hallmark of Mind Genomics is at the level of granular experience; people differ from each other. These differences, once thought to be simply the intractable interpersonal variation which haunts every study, turn out to be interpretable and important systematic differences between people in the way people evaluate the world of everyday. The differences end up pointing to the existence of so-called mind-sets, clusters of individuals with different ways of evaluating the stimuli of the everyday. It is not that all inter-individual variation can be traced to these mind-sets, but rather some part of the variation is due to systematic differences.

What these mind-sets are ends up emerging when we look at how people differ in what is important to them. The Mind Genomics process clusters respondents, dividing the full bank of respondents into smaller groups, based strictly on mathematical considerations. Once the respondents are divided into these smaller groups, it is straightforward to repeat the analysis on the different groups. These emergent groups, clusters in the language of statistics, are called mind-sets in the language of Mind Genomics.

Previous studies using the Mind Genomics method suggest that mind-sets abound in areas as diverse as food preferences, responses to legal issues, and the way one listens to one's doctor and the type of information that drives patient compliance [2,6].

The Mind Genomics process lends itself to easy discovery of mind-sets. The process comprises the development of individual level models relating a specific BDV (binary defined variable) to the presence/absence of the elements that were systematically varied. In this study we have 2000 respondents, each of whom evaluated the 16 elements combined into the 24 vignettes, with each respondent evaluating elements arranged in an experimental design. It is straightforward to create 2000 equations, one per respondent, to relate the 16 elements to Loyal (set 1) and then Tempted (set 2).

The first order of business is to create the BDV for each respondent. The BDV Loyal takes on the rating 100 when the original rating was 3 or 4. The BDV Tempted takes on the value 100 when the original rating was 1 or 2. Otherwise the BDV takes on the value 0. A vanishingly small number ($<10^{-5}$) is added to every newly created BDV to ensure that there is some minimal level of variation in the BDV values when they serve as dependent variables in the regression which follows the transformation

The foregoing modeling by OLS (ordinary least squares) regression generates two parallel sets of 2000 rows of coefficients, each row containing 16 coefficients with no additive constant. We can combine these two sets of data into one block of data of 2000 rows, one row for each respondent. In turn, the left side (columns 1-16) comprise the coefficients for Loyal, and the right side comprises the coefficients for the same respondent, this time for Tempted

The next step in clustering uses so-called k-means clustering. The clustering program attempts to put the 2000 synthetic respondent into a minimal set of groups called clusters, or mind-sets in the language of Mind Genomics; The k-means algorithm does so by first computing the pairwise distance between every pair of the 2000 respondent. There are almost 4 million pairs of respondents. The distance between each pair is defined as (1-Pearson Correlation). In turn, the Pearson correlation is computed between every pair of respondents, based on the values of the 32 corresponding coefficients, the 16 coefficients for LOYAL and the 16 coefficients for TEMPTED,

For exploratory purposes we begin with the two mind-sets, shown in Table 9. Mind-Set 1 comprises 1469 of the 2000 respondents, Mind-Set 2 comprise 531 of the 2000 respondents. Table 9 presents a great deal of data. To make the table easier to read we arbitrarily remove all coefficients of +3 or lower, leaving coefficients of 4 or higher. It is clear that the mind-sets differ dramatically on their reactions to LOYAL.

Expanded Integrated Models for Three, Four, and Five Mind-sets

The final analysis in this exploration extracted three, four and then five mind-sets. The clustering program was precisely the same as done for the two-mind-set analysis. Table 10 shows the results. Once again, we remove any coefficients lower than 5. Table 10A shows the coefficient for LOYAL. Table 10B shows the coefficient for Tempted. Table 10 shows many more blank but also shows many higher coefficients. Furthermore, the mind-sets seem simpler in terms of the pattern of self-classifying questions, but more complex in terms of how the introduction fit into the model. The reader is invited to dive more deeply into the tables to extract additional insights about the way mind-set segmentation is influenced by personas developed by AI.

Discussion and Conclusions

This paper demonstrates, in example form, what might be learned about a totally new topic (effects of DOGE on loyalty vs temptation), doing so in the matter of a few hours, or at most a day or two. The approach merges the now standardized approaches used by Mind Genomics with the power of AI to synthesize personas and have those personas rate test stimuli (vignettes).

There are a variety of considerations, mostly positive, that should be kept in mind when evaluating the possible contribution of the approach presented here. These considerations range from today's trends to today's needs, and can be grouped into two major areas, 'learning speed through simplicity' and 'learning from storytelling'

Table 9: The integrated model showing the coefficients from the single model incorporating predictors of the elements, the nine self-profiling questions to establish the persona, and the three introductions which 'set the stage'. The table shows four integrated models, one for each pair of mind-set and BDV (loyal vs tempted).

		LOYAL		TEMPTED	
		MS1	MS2	MS1	MS2
	Base size	1469	531	1469	531
	Elements used to create vignettes				
A1	The foreign government offers the fired employee a large amount of money to share confidential information.	5		11	26
A2	The foreign government offers the fired employee a high-paying job with great benefits.			12	25
A3	The foreign government offers the fired employee protection and safety for their family.	5		11	26
A4	The foreign government offers the fired employee a chance to escape their country's economic problems.			12	28
B1	The tactic: Offer a large sum of money in exchange for insider information or assistance in sabotaging defense systems.		8	18	8
B2	The tactic: Promise asylum and protection in their country in exchange for cooperation.		8	18	9
B3	The tactic: Exploit personal grievances or dissatisfaction with the current government to manipulate the individual into committing acts of sabotage.		6	17	9
B4	The tactic: Threaten the individual or their loved ones with harm or retaliation if they do not comply with their demands.		8	18	8
C1	Appeal to insecurity: Legal assistance and support in case of any repercussions from leaking the confidential communications.			16	17
C2	Appeal to insecurity: Help relocate their family to the foreign country and establishing a new life.			15	16
C3	Appeal to insecurity: Recognize and give public praise for their bravery in exposing corruption and wrongdoing.			16	17
C4	Appeal to insecurity: Provide new opportunities for personal and professional development, such as access to training programs and resources.			16	15
D1	The big picture: Give opportunities for education and career advancement for the worker's children.		8	17	7
D2	The big picture: Give access to advanced technology and resources that may not be readily available in their home country.		9	17	6
D3	The big picture: Threaten harm or retaliation against the worker or their family if they do not comply.		7	16	6
D4	The big picture: Give opportunities to travel and experience a lifestyle beyond their wildest dreams.		7	18	9
	Self-profiling question used to create personas				
Q11	=I do not feel a strong connection to this country			8	7
Q12	I do feel a strong connection to this country				
Q21	I do not feel appreciated by my country			7	6
Q22	I feel appreciated by my country				
Q31	I am a Native-born United States citizen		5		
Q32	I am not Naturalized United States citizen				
Q41	I am confident that my future in the United States is good				5
Q42	I am not at all confident that my future in the United States is good			5	9
Q51	My family loves the United States and praises it whenever possible				
Q52	My family is very unhappy about the United States of today				
Q61	The next ten years in the United States are going to be golden years			5	
Q62	The next ten years in the United States are going to be full of social and economic problems				
Q71	The United State is the best place in the world to live		6		
Q72	The United State is not at all the best place in the world to live. There are better places ``				5
Q81	I feel that I can be 'bought' for the right price because everyone has a price			16	16
Q82	I feel that I cannot be 'bought' for the right price				
Q91	My future is 'iffy' and I am nervous,			10	10
Q92	My future is 'iffy' but I am not nervous,				5
	Introduction to the vignettes used to 'set the stage'				
INT1	DOGE did its work, people feeling positive	7	12		
INT2	DOGE did its work, people feel negative		12	10	
INT3	DOGE did its work, nothing else mentioned		7		

Table 10A: Coefficients for the integrated model for LOYAL, for three, four, and five mind-sets created through k-means clustering.

LOYAL		MS31	MS32	MS33	MS41	MS42	MS43	MS44	MS51	MS52	MS53	MS54	MS55
	Base Size												
A1	The foreign government offers the fired employee a large amount of money to share confidential information.			8			10	7		9	9	9	
A2	The foreign government offers the fired employee a high-paying job with great benefits.			7			12			8	12	8	
A3	The foreign government offers the fired employee protection and safety for their family.			8			8	6		8	8	8	
A4	The foreign government offers the fired employee a chance to escape their country's economic problems.			7			12			9	11	9	
B1	The tactic: Offer a large sum of money in exchange for insider information or assistance in sabotaging defense systems.		9	10		8		11			5		9
B2	The tactic: Promise asylum and protection in their country in exchange for cooperation.		8	9		7		9			8		8

B3	The tactic: Exploit personal grievances or dissatisfaction with the current government to manipulate the individual into committing acts of sabotage.		5	10			5		9				8		6
B4	The tactic: Threaten the individual or their loved ones with harm or retaliation if they do not comply with their demands.		8	9			6		10				7		7
C1	Appeal to insecurity: Legal assistance and support in case of any repercussions from leaking the confidential communications.			5					9						
C2	Appeal to insecurity: Help relocate their family to the foreign country and establishing a new life.								9			7		7	
C3	Appeal to insecurity: Recognize and give public praise for their bravery in exposing corruption and wrongdoing.								7			6		6	
C4	Appeal to insecurity: Provide new opportunities for personal and professional development, such as access to training programs and resources.								8			6		6	5
D1	The big picture: Give opportunities for education and career advancement for the worker's children.		9				10					9		9	9
D2	The big picture: Give access to advanced technology and resources that may not be readily available in their home country.		11				11					6		6	10
D3	The big picture: Threaten harm or retaliation against the worker or their family if they do not comply.		9				10					5		5	9
D4	The big picture: Give opportunities to travel and experience a lifestyle beyond their wildest dreams.		9				10					6		6	9
INEG	DOGE Citizens negative		13	6			12	7	6			13	6	13	13
INEUT	DOGE action only, no discussion of public response		7	6			8	9				10	6	10	7
IPOS	DOGE Citizens positive	7	12	7			11	14	7			13	10	13	10
Q11	I do not feel a strong connection to this country														
Q12	I do feel a strong connection to this country														
Q21	I do not feel appreciated by my country														
Q22	I feel appreciated by my country														
Q31	am a Native-born United States citizen		5				5	7					9		5
Q32	I am a Naturalized United States citizen														
Q41	I am confident that my future in the United States is good												6		6
Q42	I am not at all confident that my future in the United States is good														
Q51	My family loves the United States and praises it whenever possible														
Q52	My family is very unhappy about the United States of today														
Q61	The next ten years in the United States are going to be golden years														
Q62	The next ten years in the United States are going to be full of social and economic problems														
Q71	The United State is the best place in the world to live		6	5			7								6
Q72	The United State is not at all the best placed in the world to live. There are better places														
Q81	I feel that I can be 'bought' for the right price because everyone has a price														
Q82	I feel that I cannot be 'bought' for the right price														
Q91	My future is 'iffy' and I am nervous														
Q92	My future is 'iffy' but I am not nervous														

Table 10B: Coefficients for the integrated model for LOYAL, for three, four, and five mind-sets created through k-means clustering.

		MS1	MS2	MS3		MS4	MS42	MS43	MS44		MS51	MS52	MS53	MS54	MS55
	Tempted														
	Base Size														
A1	The foreign government offers the fired employee a large amount of money to share confidential information.	13	29	7		14	30	7	8		16	6	10	6	31
A2	The foreign government offers the fired employee a high-paying job with great benefits.	13	28	9		15	29		12		16	6	6	6	31
A3	The foreign government offers the fired employee protection and safety for their family.	12	29	7		13	29	9	8		14	6	11	6	31
A4	The foreign government offers the fired employee a chance to escape their country's economic problems.	14	31	9		15	32	8	11		16	8	10	8	33
B1	The tactic: Offer a large sum of money in exchange for insider information or assistance in sabotaging defense systems.	22	8	7		21	9	15	7		17	33	13	33	8
B2	The tactic: Promise asylum and protection in their country in exchange for cooperation.	21	10	5		21	10	14	6		17	34	9	34	10
B3	The tactic: Exploit personal grievances or dissatisfaction with the current government to manipulate the individual into committing acts of sabotage.	20	11	6		19	12	13	6		16	31	10	31	11
B4	The tactic: Threaten the individual or their loved ones with harm or retaliation if they do not comply with their demands.	21	8	6		21	10	14	5		17	31	11	31	10
C1	Appeal to insecurity: Legal assistance and support in case of any repercussions from leaking the confidential communications.	18	15	12		15	14	30	6		17	9	33	9	14

C2	Appeal to insecurity: Help relocate their family to the foreign country and establishing a new life.	17	14	12		14	14	31	6		16	9	32	9	13
C3	Appeal to insecurity: Recognize and give public praise for their bravery in exposing corruption and wrongdoing.	17	14	14		14	14	31	9		17	9	33	9	13
C4	Appeal to insecurity: Provide new opportunities for personal and professional development, such as access to training programs and resources.	17	12	13		14	12	30	8		17	7	31	7	12
D1	The big picture: Give opportunities for education and career advancement for the worker's children.	13	6	25		14	5	15	25		16	7	14	7	6
D2	The big picture: Give access to advanced technology and resources that may not be readily available in their home country.	13		26		14		13	27		15	10	12	10	5
D3	The big picture: Threaten harm or retaliation against the worker or their family if they do not comply.	12	5	26		13		14	26		14	8	13	8	
D4	The big picture: Give opportunities to travel and experience a lifestyle beyond their wildest dreams.	14	6	28		14	6	16	29		15	10	16	10	7
INEG	DOGE Citizens negative	9		8		9		6	8		10		7		
INEUT	DOGE action only, no discussion of public response					5					7				
IPOS	DOGE Citizens positive							7			8	5		5	
Q11	I do not feel a strong connection to this country	7	9	8		6	10	5	6		6	8	6	8	9
Q12	I do feel a strong connection to this country	5				5					6	5		5	
Q21	I do not feel appreciated by my country	6		7		5		12	6		5	7	12	7	
Q22	I feel appreciated by my country										6			6	
Q31	am a Native-born United States citizen														
Q32	I am a Naturalized United States citizen														
Q41	I am confident that my future in the United States is good	5		5		6					6				
Q42	I am not at all confident that my future in the United States is good	5	9	7		5	8	5	8			7	6	7	8
Q51	My family loves the United States and praises it whenever possible										5				
Q52	My family is very unhappy about the United States of today											5		5	
Q61	The next ten years in the United States are going to be golden years					5	6				5				5
Q62	The next ten years in the United States are going to be full of social and economic problems		5				6					5		5	5
Q71	The United State is the best place in the world to live										5				
Q72	The United State is not at all the best placed in the world to live. There are better places		5												6
Q81	I feel that I can be 'bought' for the right price because everyone has a price	13	14	18		12	16	9	17		10	13	11	13	13
Q82	I feel that I cannot be 'bought' for the right price														
Q91	My future is 'iffy' and I am nervous	10	11	11		10	9	11	11		7	13	12	13	8
Q92	My future is 'iffy' but I am not nervous			5					6		6			6	

Speed and Simplicity

1. Speed is the New Power in Learning

This approach teaches fast. A user can set up questions, answers, and stories in hours, not weeks. A child can test ideas about honesty in school rules and see results the same day. A police officer can test ideas about crime prevention and get insights before the week finishes. A political scientist can test ideas about public opinion and see patterns in one afternoon. Speed keeps attention strong. Speed makes learning exciting. Speed builds confidence.

2. Speed Builds Confidence

Fast results encourage learners. A student who sees patterns in one day feels proud. A police officer who sees insights in one week feels prepared. A researcher who sees trends in one afternoon feels informed. Speed keeps motivation high. Learners try repeatedly. Each cycle builds skill. Confidence grows with each fast success.

3. Simplicity is a Path to Increasing One's Understanding

The system uses short stories called vignettes. Each vignette shows a situation and asks for a choice. This makes the lesson easy to follow. A teenager can read a vignette about loyalty and decide how they would

act. A teacher can use vignettes to explain fairness without complex words. A police trainer can use vignettes to show how suspects might be tempted. Simple stories make hard issues clear. Simplicity opens the door to learning.

4. Simplicity Builds Trust

The system avoids complex math in the front view. Users see clear outputs like "loyal" or "tempted." A student can understand without equations. A teacher can explain without formulas. A police officer can train without statistics. A researcher can share results without jargon. Simple outputs build trust. Learners believe what they see. Trust makes education strong.

5. Control Belongs to the Learner, and a Tool to Drive Education

The user decides the questions, the answers, and the scenarios. This control makes the process personal. A student can design questions about friendship. A researcher can design questions about corruption. A police officer can design questions about crime. Each user shapes the study to fit their interest. Control teaches responsibility. Control makes learning active, not passive. Control builds ownership of knowledge.

6. Control Builds Responsibility

When users design their own experiments, they learn to think carefully. A student who writes a question about honesty must decide what honesty means. A police officer who writes a question about crime must decide what crime means. A researcher who writes a question about loyalty must decide what loyalty means. This reflection teaches values. Responsibility grows with control. Learners become thoughtful.

7. Education Can Inspire Better Action

Learning should not stop at knowledge. It should lead to wise choices. Simulation makes issues vivid, simple, and under user control. A student learns to act fairly. A police officer learns to act carefully. A researcher learns to act responsibly. Each user sees choices clearly. Each user imagines better futures. Education inspires action. Action makes society stronger.

Stories Teach Better than Simple Facts, Engaging Creativity and Thinking

8. Stories Build Memory

People remember stories better than lists of facts. A vignette about a worker facing temptation sticks in the mind. Later, the learner recalls the lesson about loyalty and risk. A student remembers the story about cheating. A police officer remembers the story about bribery. A researcher remembers the story about betrayal. Stories make lessons last. Memory grows stronger with stories.

9. Stories Bring Issues to Life

Numbers alone do not move the heart. Stories make issues real. A vignette about a fired worker tempted to share secrets feels alive. Readers imagine the worker's choice and feel the tension. A child reading about a friend tempted to cheat feels the same pull. A police officer reading about a suspect tempted by money feels the risk. A political scientist reading about citizens tempted by anger feels the danger. Stories make lessons stick in memory.

10. Creativity Grows from Mixing Ideas

The system combines different answers into new vignettes. This mixing creates surprises. A student may see that anger plus money creates more risk than sadness plus flattery. A police officer may see that fear plus friendship creates more temptation than greed alone. A researcher may see that pride plus recognition creates stronger loyalty than rules alone. These surprises spark imagination. Creativity grows when people see new patterns. Mixing ideas makes learning playful and deep.

11. Young Learners can Explore Society

Teenagers curious about politics can use the system to test ideas. They can design questions about fairness, loyalty, or justice. They can see how synthetic personas respond. This builds civic awareness. A student may learn that anger leads to rash choices. Another may learn that kindness builds trust. These lessons prepare young people to think about society. Simulation gives them a safe way to explore big issues.

12. Simulation Teaches Without Danger

Real experiments with betrayal or crime would be unsafe. Simulation avoids risk. AI creates synthetic respondents who act like real people. Learners can explore sensitive topics safely. A student can study cheating without hurting classmates. A police officer can study bribery without risking real cases. A researcher can study espionage without touching secrets. Simulation makes dangerous lessons safe. Safety allows bold exploration.

13. Law Enforcement can Train with Realism

Police and security teams face real temptations and risks. Simulation lets them practice safely. They can design vignettes about suspects offered money or friendship. They can see how synthetic personas respond. This prepares them for real cases. A police officer may learn that suspects often justify betrayal as harmless. Another may learn that suspects respond strongly to flattery. These lessons improve training. Simulation builds readiness.

14. Political Scientists can Map Ideas

Researchers study how public opinion shifts. Simulation helps them test scenarios. They can design vignettes about economic crises or foreign threats. They can see how synthetic groups respond. This shows patterns of social change. A researcher may learn that fear increases loyalty. Another may learn that anger increases betrayal. These insights help predict society's future. Simulation gives political science new tools.

15. Simulation Builds Bridges

The same tool works for young learners, police, and scholars. This connects groups. A high school project and a government training can use the same platform. A college class and a research lab can share methods. A police academy and a university can compare results. This shared method builds common understanding. Bridges grow between groups. Simulation unites society.

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