⧫ Welcome ⧫

Supporting Policy Through Actionable Analysis

Session 2: The Inputs at a Policymaker's Disposal

DATES / TIMES

Session 1	Wed	11 Dec	4pm-7pm
Session 2	Thu	12 Dec	4pm-7pm
Session 3	Fri	13 Dec	6pm-9pm
Session 4	Wed	08 Jan	4pm-7pm
Session 5	Thu	09 Jan	4pm-7pm
Session 6	Fri	10 Jan	10am-1pm
Session 7	Mon	13 Jan	10am-1pm
Session 8	Tue	14 Jan	10am-1pm

All times CET

Questions or Comments
from
Yesterday's Discussions?

Your Projects

Choose a Topic

Build Analytic Worksheet

Identify Options
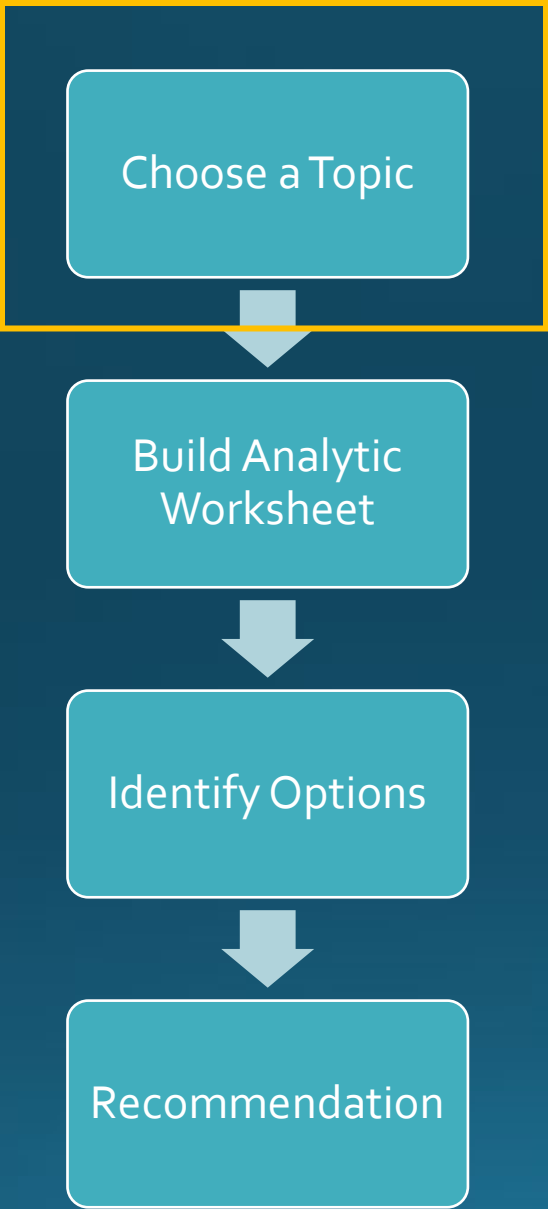
Recommendation

What issue do you want to analyze and explore policies on?

What are the drivers, trends, scenarios, and implications of the issue?

What do the drivers tell you about your options for dealing with the issue?

Which option do you recommend?

What is analysis?

Telling our readers or audiences ...

- What we know about what's happening
  Who, what, when, where

- But more importantly ...
  WHY it's happening
  HOW it's happening
  And WHAT WILL happen
  and WHY we should care

- And by doing that – without being
  prescriptive – showing what can be done
  about it

This makes it
ACTIONABLE
analysis!

Analysis

INFORMATION
+ Compilation
+ Research / collection
+ Evaluation / validation
+ Contextualization

ANALYSIS OF DRIVERS
+ Identification
+ Hierarchization
+ Evolution
+ Interrelation / dynamics

SCENARIO & IMPLICATIONS
+ Most probable & impact
+ Less probable & impact
+ "Wild cards" & impact

Q: Where does any analytical process begin?

A: Defining the question.

Q: And how do we do that?

Understanding the "requirement"

How can we know what the decisionmaker
(or their intermediaries) want?

Same as what they NEED?
Who are *we* to know/decide?
Who determines interests?

STOP and think for a few minutes …

Who are these people we call "policymakers" or "decisionmakers"?

What do they need?

Might I be one someday?

What's on their plate today?

What does the world look like to them?

How do you make decisions?

Think …

- What's a decision you made recently?
    - related to work or studies?
    - related to a purchase?
    - related to boy/girlfriend?
    - related to housing situation?

- How did you make the decision?
    - research?
    - consult with friend or professional?
    - pray?
    - ask a fortuneteller?
    - toss a coin?

Moreover … think

- How did you control your impulses?
  - excessive optimism
  - assumptions, biases, prejudices
  - image and ego

- Were you aware how you'd know if it was the right decision?
  - clear results
  - increase/decrease in benefits, profits
  - other indicators

So … How would you describe your analytical method?

To make GOOD decisions "decisionmakers" need …

A clear understanding of …

- their needs and desires ("interests")

- the causes of their situation ("drivers")

- how the drivers are changing ("trends")

- probable and less-probable outcomes ("scenarios")

- the consequences for their interests ("implications")

WHY ARE WE DISCUSSING THIS?

Grasp of and respect for the decisionmaking process is essential for doing good analysis …

if you want to be relevant

if you want to be correct

BUT … BUT … BUT … BUT … BUT

Your decisionmaker has told you his/her wishes
… but now what do you do with them?

A short video should help us understand.

The question put to us:

How many times does the
team in white pass the ball?

[[video]]

How many times does the
team in white pass the ball?

Do you see anything odd in this video?

What happens in this video?

Is there a bear doing moonwalking in this video?

WHITE VAN SYNDROME

"Beltway Snipers" …   3 weeks …   October 2002 … 10 killed, 3 injured … and others

New Jersey
NDA·21Z
· Garden State ·

Don't let the question or words control you.

If the decisionmaker asks for …

- "evidence that a leader is unstable/corrupt/evil"

- "details on guerrilla training camp in _____ sector"

- "assessment of a country's weapons program"

- "summary of the Freedom Fighters' progress"

- "analysis of regime prospects"

First thing

INFORMATION
+ Compilation
+ Research / collection
+ Evaluation / validation
+ Contextualization

ANALYSIS OF DRIVERS
+ Identification
+ Hierarchization
+ Evolution
+ Interrelation / dynamics

SCENARIO & IMPLICATIONS
+ Most probable & impact
+ Less probable & impact
+ "Wild cards" & impact

Analysis

Define the problem or question

¡¡ IMPORTANT!!

OUR TOPIC TODAY

The Inputs at a Policymaker's Disposal

What information does a decisionmaker have already or have access to?

DISCUSSION

What information does a decisionmaker have already or have access to?

Already Has	Receives	Can Request
Education	Hierarchy	Primary sources
Work experience	Party	Studies/reports
Exposure	Colleagues	Staff research
Legislation/regulations	Staff and legal advisors	Intel collection/analysis
	Lobbies	Interagency process
	News	
What else?	*What else?*	*What else?*

DISCUSSION

And then what   do they do   with the information?

should they do

Assess its …

- Accuracy (based on …?)

- Utility (based on …?)

- Context (based on …?

Anything else?

Looking back at this list of possible inputs (plus the ones you added), how would you rate reliability and utility?

| Already Has	Receives	Can Request
Education	Hierarchy	Primary sources
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	News	

DISCUSSION

The role of clandestine intelligence.

Even with good source description
Even SIGINT
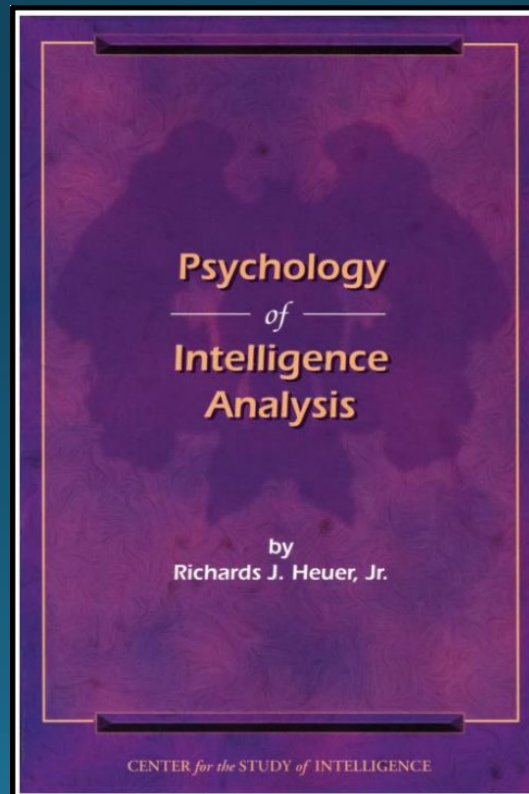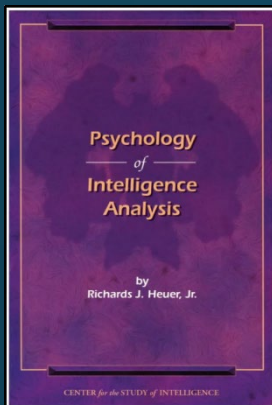Even based on other INTs …

"Raw intelligence"
"Unevaluated intelligence"
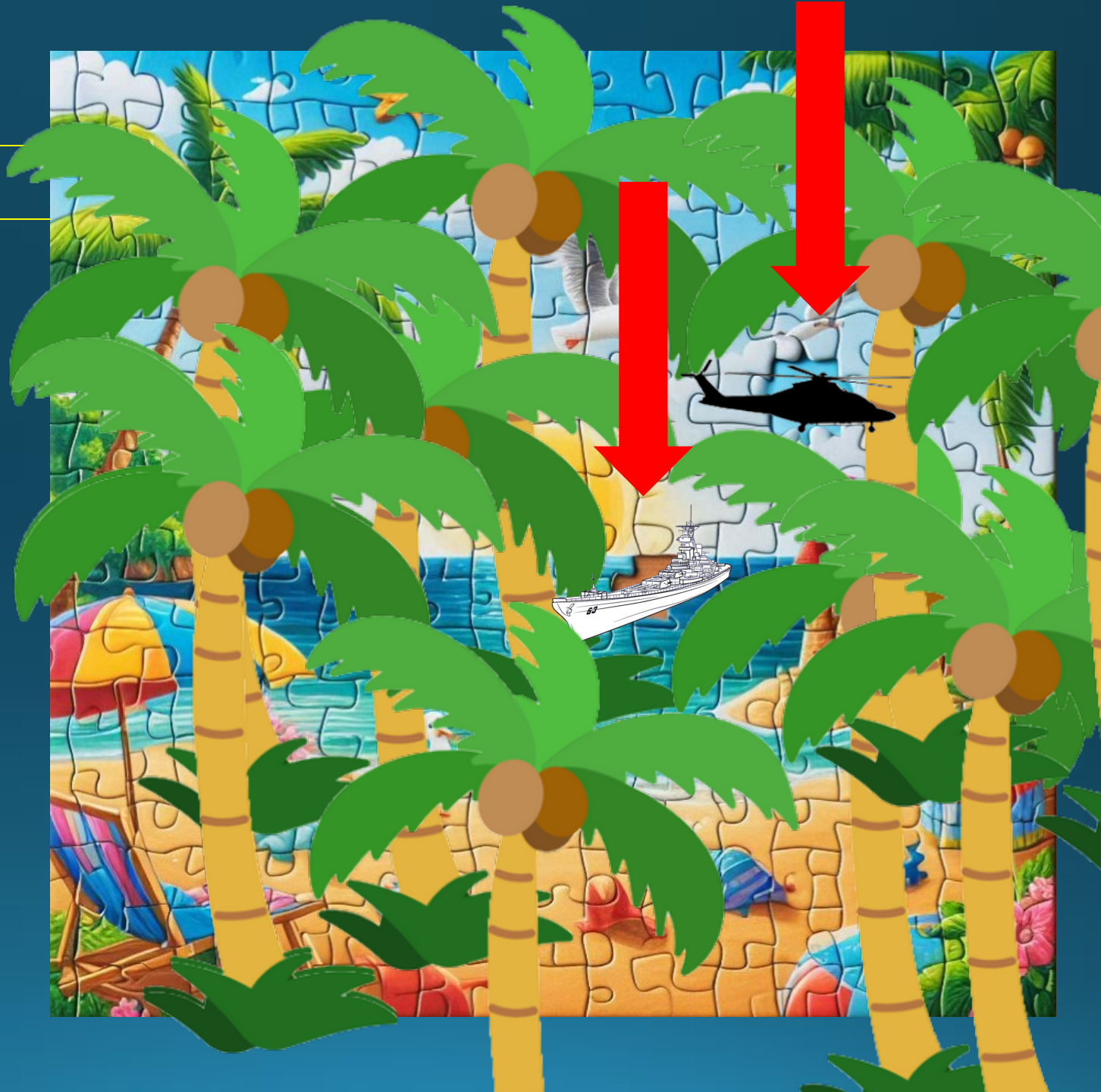
Have time for a little tangent about encryption?

[[we'll do it later]]

A LITTLE BIT OF THEORY

What do the readings tell us?

Psychology
of
Intelligence Analysis

by
Richards J. Heuer, Jr.

CENTER *for the* STUDY *of* INTELLIGENCE

- The mind is poorly "wired" to deal effectively with both inherent uncertainty (the natural fog surrounding complex, indeterminate intelligence issues) and induced uncertainty (the man-made fog fabricated by denial and deception operations).

- Even increased awareness of cognitive and other "unmotivated" biases, such as the tendency to see information confirming an already-held judgment more vividly than one sees "disconfirming" information, does little by itself to help analysts deal effectively with uncertainty.

- Tools and techniques that gear the analyst's mind to apply higher levels of critical thinking can substantially improve analysis on complex issues on which information is incomplete, ambiguous, and often deliberately distorted. Key examples of such intellectual devices include techniques for structuring information, challenging assumptions, and exploring alternative interpretations.

Psychology
of
Intelligence
Analysis

by
Richards J. Heuer, Jr.

CENTER for the STUDY of INTELLIGENCE
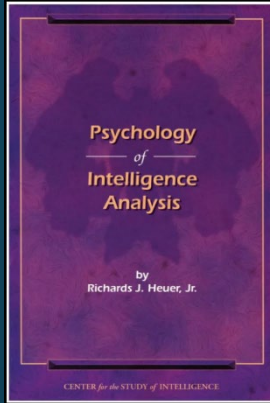
Heuer emphasizes

Both the value and the dangers of mental models, or mind-sets.

The strong influence of experience, education, cultural values, and institutional norms on what people perceive, how readily they perceive it, and how they process it.

Mirror-imaging as an example of an unavoidable cognitive trap. No matter how much expertise an analyst applies to interpreting the value systems of foreign entities, when the hard evidence runs out the tendency to project the analyst's own mind-set takes over.

"More and better information" is often NOT the remedy for unsatisfactory analytic performance. Analysts continuously challenge and revise their mental models.
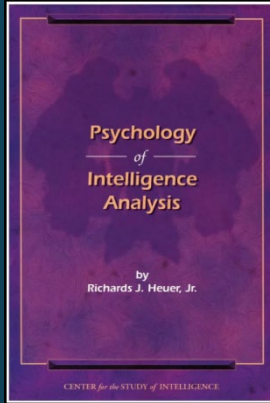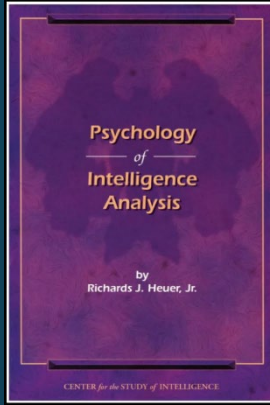
Heuer's Checklist for Analysts

Six key steps in the analytical process that help us overcome:

1. Defining the problem

2. Generating hypotheses

3. Collecting information

4. Evaluating hypotheses, selecting the most likely

5. Monitoring of new information

6. Exposing oneself to Alternative Mind-Sets

The realities of bureaucratic life produce strong pressures for conformity – which must be resisted in order to do good analysis.

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Enemy Number One: COGNITIVE BIAS

Definition: Unconscious errors that arise from problems related to memory, attention, thinking processes, and purpose.

Kinds:

Thinking errors
Confirmation bias
Hindsight bias
Conflict-of-interest bias
Value/Normative bias
False-consensus bias
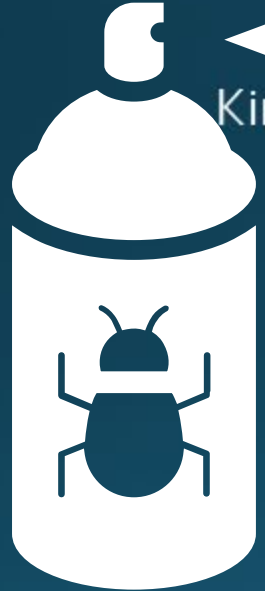Institutional bias
Garbage-in bias
Etc., etc., etc.

Process errors
Straight-lining
Lack of control of question or words

Which is the worst for you?

Enemy Number One: COGNITIVE BIAS

Definition: U...ci...rors t   ory,
a...on...ing p

BETTER ANALYSIS

Kinds: T...ng...s
        C...ma... bias   Lack of control of question or words
        Hindsigh...
        Conflict-of-interest bias
        Value/Normative bias
        False-consensus bias
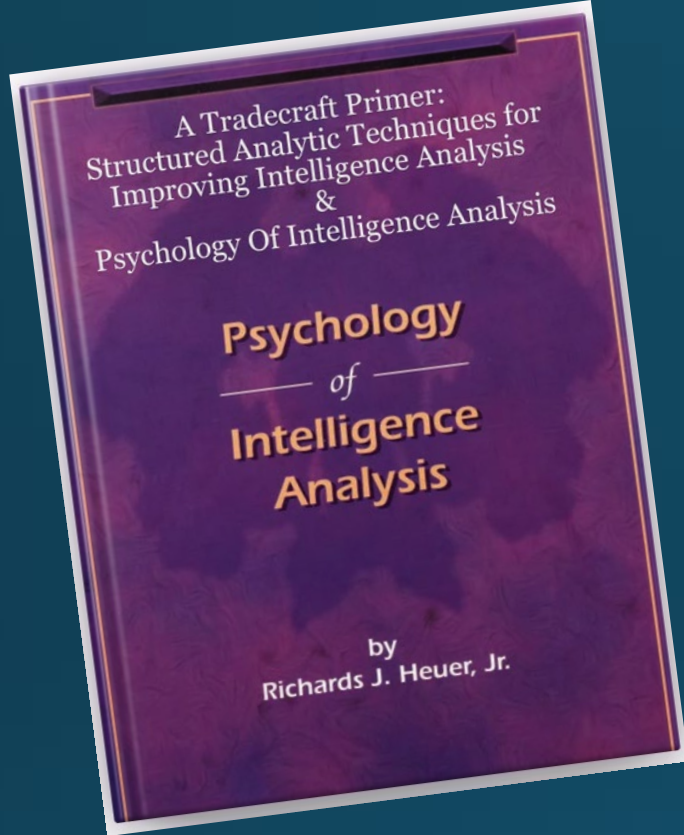   Institutional bias   Can you ever have analysis totally free of bias?
        Garbage-in bias
        Etc., etc., etc.

        Which is the worst for you?

A Tradecraft Primer:
Structured Analytic Techniques for
Improving Intelligence Analysis
&
Psychology Of Intelligence Analysis

Psychology
of
Intelligence
Analysis

by
Richards J. Heuer, Jr.

PSYCHOLOGY
OF INTELLIGENCE ANALYSIS
Richards J. Heuer

THE PSYCHOLOGY OF
INTELLIGENCE
ANALYSIS

Timeless
Techniques
FOR
Better
Thinking

RICHARD HEUER

INTELLIGENCE
COMMUNITY

Analytic Standards

A. **AUTHORITY:** The National Security Act of 1947, as amended; the Intelligence Reform and Terrorism Prevention Act of 2004; Executive Order 12333, as amended; Presidential Policy Directive/PPD-28; and other applicable provisions of law.

B. **PURPOSE**

1. This Intelligence Community Directive (ICD) establishes the Intelligence Community (IC) Analytic Standards that govern the production and evaluation of analytic products; articulates the responsibility of intelligence analysts to strive for excellence, integrity, and rigor in their analytic thinking and work practices; and delineates the role of the Office of the Director of National Intelligence (ODNI) Analytic

ICD 203 (21 Dec 2022)

Defines ANALYTIC TRADECRAFT STANDARDS as including …

1. Transparency in sourcing and methodologies.

2. Transparency in uncertainty in judgments.

3. Transparency in distinction between "intelligence information" and analysts' "assumptions and judgments."

4. Incorporates analysis of alternatives.

5. Demonstrates customer relevance and addresses implications.

6. Uses clear, logical argumentation.

7. Explains change to or consistency of analytic judgments.

8. Makes accurate judgments and assessments.

9. Incorporates effective visual information where appropriate.

COMMON SENSE DEFINITION

Defines ANALYTIC TRADECRAFT STANDARDS as including …

What is Analytic Tradecraft?

How does good tradecraft help us serve our reader? How does it help us as analysts protect our own equities? How does it make our lives as analysts easier and more interesting?

1. It is the CONSCIOUS and DELIBERATE process of evaluating and transforming raw data into descriptions, explanations, and conclusions for our readers –
   - reduce bias (ours or theirs)
   - reduce manipulation (the reporting agency's, source's or sub-source's)
   - reduce intellectual limitations (linear thinking)

2. Tradecraft is what enables us to look our reader in the eye and say:

   I have examined the information and evidence, and I believe that ____ is occurring; ___, ___, and ____ are driving it; trends indicate ___ ; it appears likely to ___; and it has ___ implications. Although less likely, the situation could evolve in ___ manner if ___ occurs, which would have ___ implications.

3. Tradecraft is also structured humility – the willingness to concede that
   - any issue worth analysis is difficult
   - our information rarely (or ever) is good enough
   - our speculation is "informed" by our expertise, but we admit the gaps in our information
   - if our "probable" scenario doesn't materialize, we also offer alternative scenarios

HANDOUT A
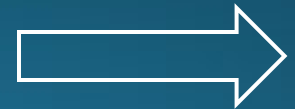
What is analytical "tradecraft"?

Tradecraft

It is the CONSCIOUS and DELIBERATE process of evaluating and transforming raw information into ACTIONABLE intelligence –

- free of bias/prejudice (ours, sources', or policymakers')

- free of manipulation

- free (as much as possible) of our intellectual limitations, such as linear thinking

Tradecraft

It allows us to look the policymaker in the eye and say:

I have examined the information and evidence, and I believe that ___ is occurring; ___, ___, and ___ are driving it; trends indicate ___ ; it appears likely to ___; and it has ___ implications. Although less likely, the situation could evolve in ___ manner if ___ occurs, which would have ___ implications.

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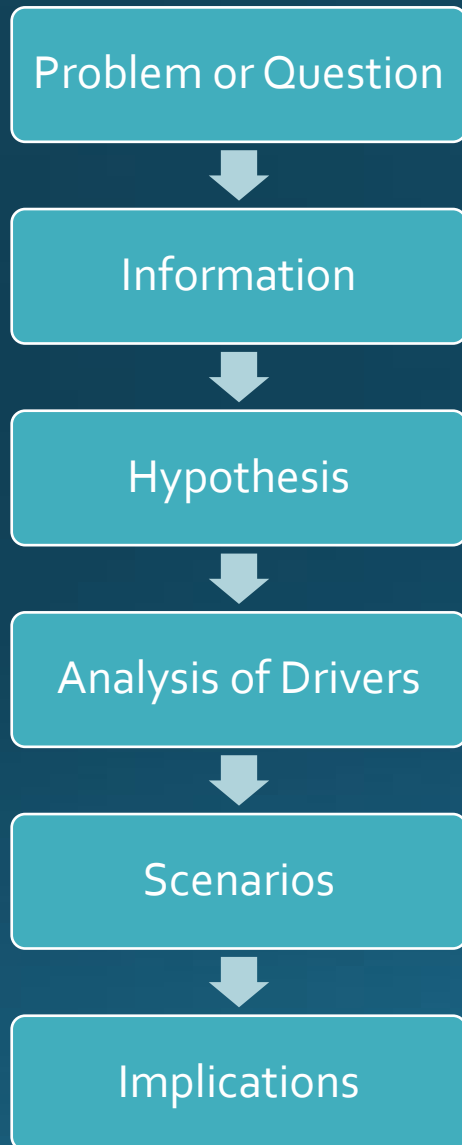
HUMILITY!!

That is to say ...

Analytic tradecraft is a conscious,
neutral, and complete process for
achieving

CRITICAL THINKING

That is what decisionmakers need from us.

The inputs at a policymaker's disposal

TRADECRAFT

ACTIONABLE ANALYSIS

What is good analysis?

A guideline:

WHAT IS GOOD ANALYSIS?

Good analysis evaluates and transforms raw data into descriptions, explanations, and judgments (or conclusions) that help decisionmakers take action.

It gives readers the who, what, when, where, how, why, and *so what* of the issue – providing an accurate snapshot of what is known (and not known) and assessments of

- what's causing or driving the situation – the "drivers"
- the importance of and trends within each driver
- potential outcomes, with some estimation of probability
- possible "wild cards," if any
- the implications for readers' interests

Just as a good doctor goes beyond treating the symptoms of a disease, a good analyst knows that effective, strategic policy depends first and foremost on understanding the causes of the problem.

Analytical Model
- Identify drivers
- Identify trends
- Weight drivers and interaction within trends
- Identify scenarios
- Identify wildcards
- Assess implications

Double-value
- Transparency of analysis empowers policymaker
- Drivers are at the heart of good policymaking

The model works best when the analyst …

- Examines the quality of all information, including the strengths and weaknesses of various sources
- Remains aware of the differences between an analytical judgment and an opinion
- Controls biases
- Identifies assumptions and channels them into the richness of the product
- Develops hypotheses and, like a scientist, tests them rigorously
- Remains open to new information and new possibilities (while still being able to make judgments)

Good analysis educates … is transparent … is policy-relevant … is dynamic.

SIS Sharpening Analytic Skills

HOW TO DO good analysis?

A guideline:

HOW TO DO GOOD ANALYSIS

Analysis, like many skills, is a personal process. With experience, each analyst discovers the best way that he/she prepares, drafts, and hones analysis. Nonetheless, there are seven basic steps to all analytic projects.

1. ASSESS what your decisionmakers need.
   - Put yourself in their shoes.
   - Think of the scope of the topic and key questions to answer.
   - Determine what the reader *really* needs – not just what is requested. Don't pander.

2. GATHER your information, ABSORB it, and CHALLENGE it.
   - Take only the level of notes that you need to establish landmarks in your data.
   - Don't build your information linearly; build it more like a Christmas tree.
   - Critique your sources as you read; ask how they're influencing you.
   - Mark questionable information.
   - Make note of information gaps.

3. LOOK FOR PATTERNS in your information.
   - Find common points and parallels in your data.
   - Ask again if your sources lean one way or other.
   - Identify gaps again.

4. Formulate your HYPOTHESIS and build your ARGUMENTS.
   - Draft your thesis.
   - Write sentences capturing your main points.
   - Marshal facts to support your arguments.
   - Start building your paragraphs. (Tick formats work well.) Keep them soft, non-linear.

5. TEST and BUILD the bond between your hypothesis, arguments, and facts.
   - Ask yourself honestly if your thesis holds up.
   - Reorder data and make adjustments for maximum strength.
   - Go gather more information to test and strengthen your case.
   - Adjust, adjust, adjust.

6. And then … focus on LANGUAGE and STRUCTURE
   - Polish the thesis sentence and check it for consistency with arguments and facts.
   - As you prepare the written product, check the structure of sentences and paragraphs.

7. Take a BREATH and REPEAT steps 4 and 5 until you're happy.

Basic, Simple Structure
- Grab attention and give BLUF
- Identify drivers – explaining what's happening and why
- Say where things are headed
- Name "wildcards" if meaningful
- Hit the reader between the eyes with the implications

SIS Sharpening Analytic Skills

The Analytical Worksheet: One Proven, Effective Way to Build Analysis

ALSO IN WORD "FORM" (Handout F)

HANDOUT E

AN EXAMPLE of a filled-in analytical worksheet

DRAFT - EXAMPLE

Name: _____Good Student_____

Building Analysis

Thesis

Efforts to discourage Central American migrants from trying to enter the United States have failed to reduce the flow and, by ignoring the reasons for people's displacement, are actually fueling pressures for them to leave their homeland.

Framing

Estimated 1 million people apprehended in U.S. at or near Mexico border in 2019. Dramatic change in composition. In 2008, 90 percent were Mexicans. Now Guatemalans, Hondurans, and Salvadorans represented nearly three-quarters, with two-thirds composed of families or unaccompanied children. Trump Administration increasing arrests, returns, refusals – hoping to show "door is closed." Numbers entering U.S. going down, but departures from homeland remaining steady.

Drivers & Trends

	Driver	Trend
Driver 1:	Pull factor: people think they can safely arrive in U.S., get jobs, and make a better living than they can at home.	Obama and Trump policies – including mass deportations – have sent a clear signal. This driver has become less strong.
Driver 2:	Corruption undermines everything in "sending" countries – undermining even positive programs in security, economy, education, medical, etc.	Despite internationally sponsored efforts, corruption remains extremely corrosive. Governments are tied up in scandals, undermining vigilance and clearing way for my corruption.
Driver 3:	Violence, extortion, rape, and insecurity have presented families with an existential challenge. People feel unsafe in own communities.	While violence ebbs and flows, over years it has become much worse – because of gang power struggles, lack of police, and people's sense of isolation.
Driver 4:	Gangs are invading families – stealing away youth – because families have been weakened by economic decline and inability to adapt to role of women. Youth are desperate and vulnerable.	Worsening economic conditions – including lack of opportunity – favors gang influence. Gangs are increasingly filling the void left by weak government presence -- even providing social services.

Scenarios

Scenario 1: The "push factors" continue to produce growing number of people desperate enough to leave their countries – despite risks. Trafficking will increase, and ever-more creative means will be attempted to move migrants northward. "Northern Triangle" governments show little/no ability or desire to stop the flow; corruption is too deep.

Scenario 2: Although less likely, stories of tragic consequences for migrants trying to reach/enter the U.S. could deter their departure – leaving them in place with ever-increasing levels of dissatisfaction. Popular suffering seems unlikely to shake up governments, to make them begin caring, and humanitarian crisis will be increasingly likely.

Wild Cards

Wild card 1: Another hurricane or earthquake *could* further devastate vulnerable communities, driving even more desperation and attempts to lead.

Wild card 2: Political tensions *could* spark such violence that popular movements convince governments to get serious about rooting out corruption and ensuring that international and national aid reaches the most needy – thereby reducing suffering and "push factors."

Implications

Implication 1: Based on the more likely scenario, would expect more migration – in quantity and in desperation – as people give up all hope and turn their fate over to alien-smugglers. Elites apparently feel little/no incentive to improve governance and pay for the institutions – and anticorruption efforts – necessary to address the underlying drivers.

Implication 2: Surging "push factors" are likely to fuel internal tensions – between people and government; among political parties; etc. – and between countries. Central Americans passing through Mexico, for ex., have already caused stresses there. The same will happen between Honduras, El Salvador, and Guatemala.

Implication 3: Youths in affected societies are growing up with education deficits and, in many cases, psychological issues that will further complicate solutions and progress in the future. Malnutrition condemns many children to a life with poor health, without necessary skills, and little chance of becoming contributing members of society.

Other Points

Mexico has played an enforcing role – stopping many migrants – but has not provided leadership in long-term problems, such as growing the economies.

Class and racial divisions have long contributed to inequality and, often, neglectful attitudes toward expanses of affected countries.

Anti-immigrant sentiment among some sectors in the United States apparently does not deter new arrivals.

Migrants from Central America generally become good, contributing members of U.S. society. Insofar as parents' own education permits, they encourage children to study hard.

Although U.S. political debate does not reflect it, most studies show that the U.S. benefits greatly from the low-cost, effective labor of Central American migrants.

HANDOUT G

I propose to you …

Rigorous assessment of info
✚
Good tradecraft
✚
Thorough inputs (beyond what's "served" to you)

Ability to …

- deal with wide range of bad information

- keep bias in check

Make sense? Agree?

Looking at the topic of your project …

How good is the information?

How do you assess/vet it?

What gaps are there, and how can you overcome them?

Can you build your info into an analytic worksheet?

((If we have time …))

How do we think differently?

Do we all think the same way?

Short answer: No

Does it matter in analysis?

Short answer: No

Less-short answer: Being aware is half the challenge. Tradecraft is the rest.

Left brain … or right brain?

SUPPOSEDLY …

If you see the man sitting and woman with her arms around his neck, then you are "right brain."

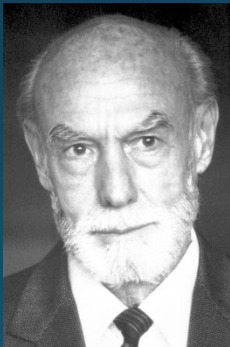- You're supposed to be intensely curious, creative, and see the "big picture."
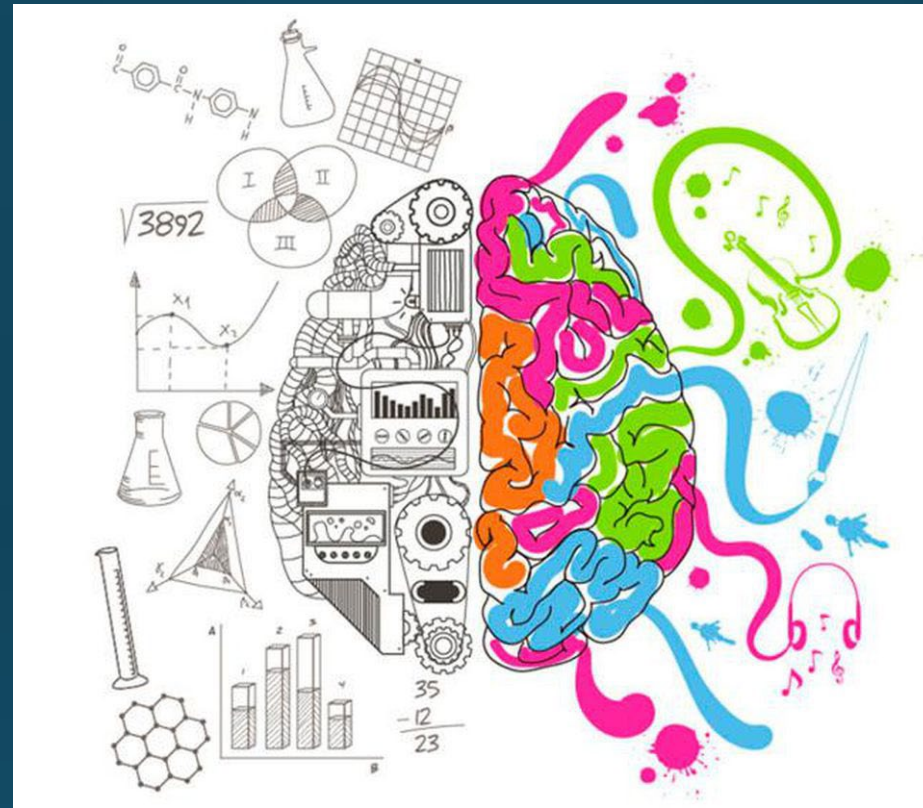
SUPPOSEDLY …

If you see the woman sitting and man with his arms around her neck, then you are "left brain."

- You're supposed to be good at doing math, breaking down problems, and doing analysis

ABSTRACT
LOGIC
ANALYSIS
CALCULA-
TION
LANGUAGE

CREATIVITY
INTUITION
SPATIAL
MUSIC

Which is better for analysts?

Roger W. Sperry
Nobel Prize in Physiology/Medicine, 1981

Meyers Briggs Type Indicator

Favorite world: Do you prefer to focus on the outer world or on your own inner world? This is called Extraversion (E) or Introversion (I).

Information: Do you prefer to focus on the basic information you take in or do you prefer to interpret and add meaning? This is called Sensing (S) or Intuition (N).

Decisions: When making decisions, do you prefer to first look at logic and consistency or first look at the people and special circumstances? This is called Thinking (T) or Feeling (F).

Structure: In dealing with the outside world, do you prefer to get things decided or do you prefer to stay open to new information and options? This is called Judging (J) or Perceiving (P).

Meyers Briggs Type Indicator

Interesting "types," but criticized

The 16 Meyers-Briggs Type Indicator (MBTI®) Types*

ISTJ

Quiet, serious, earn success by thoroughness and dependability. Practical, matter-of-fact, realistic, and responsible. Decide logically what should be done and work toward it steadily, regardless of distractions. Take pleasure in making everything orderly and organized - their work, their home, their life. Value traditions and loyalty.

ISFJ

Quiet, friendly, responsible, and conscientious. Committed and steady in meeting their obligations. Thorough, painstaking, and accurate. Loyal, considerate, notice and remember specifics about people who are important to them, concerned with how others feel. Strive to create an orderly and harmonious environment at work and at home.

INFJ

Seek meaning and connection in ideas, relationships, and material possessions. Want to understand what motivates people and are insightful about others. Conscientious and committed to their firm values. Develop a clear vision about how best to serve the common good. Organized and decisive in implementing their vision.

INTJ

Have original minds and great drive for implementing their ideas and achieving their goals. Quickly see patterns in external events and develop long-range explanatory perspectives. When committed, organize a job and carry it through. Skeptical and independent, have high standards of competence and performance - for themselves and others.

ISTP

Tolerant and flexible, quiet observers until a problem appears, then act quickly to find workable solutions. Analyze what makes things work and readily get through large amounts of data to isolate the core of practical problems. Interested in cause and effect, organize facts using logical principles, value efficiency.

ISFP

Quiet, friendly, sensitive, and kind. Enjoy the present moment, what's going on around them. Like to have their own space and to work within their own time frame. Loyal and committed to their values and to people who are important to them. Dislike disagreements and conflicts, do not force their opinions or values on others.

INFP

Idealistic, loyal to their values and to people who are important to them. Want an external life that is congruent with their values. Curious, quick to see possibilities, can be catalysts for implementing ideas. Seek to understand people and to help them fulfill their potential. Adaptable, flexible, and accepting unless a value is threatened.

INTP

Seek to develop logical explanations for everything that interests them. Theoretical and abstract, interested more in ideas than in social interaction. Quiet, contained, flexible, and adaptable. Have unusual ability to focus in depth to solve problems in their area of interest. Skeptical, sometimes critical, always analytical.

ESTP

* https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/the-16-mbti-types.htm

More widely accepted concept:
    Deductive vs Inductive Thinkers

General ideas (premises)

Specific conclusion

Flaw in basic syllogism:
A is not exactly B,
and C is not exactly A.

Deductive Reasoning in Theory:	*Deductive Reasoning in Practice:*
A is B	All muscles are made out of living tissue.
C is A	All humans have muscles.
Therefore, B is C.	Therefore, all humans are made out of living tissue.

BUT … ???????

All musical instruments make sounds.

Airplanes make sounds.

Therefore, airplanes are musical instruments.

More widely accepted concept:
Deductive vs Inductive Thinkers

Specific Observations

Broad conclusion

Over-generalization "predicts" inaccurate conclusions

Inductive Reasoning in Practice

My neighbor's cat hisses at me daily.

At the pet store, all the cats hiss at me.

Therefore, all cats probably hate me.

Examples by Ronald Wilson

More widely accepted concept:
Deductive vs Inductive Thinkers

LESSON TO LEARN

As analysts, we must be
able to do both – and good
sanity check!

And/or … perhaps … ABDUCTIVE reasoning??

Deductive Reasoning vs. Inductive Reasoning
By Alina Bradford - Live Science Contributor
July 25, 2017

[[video – skipped but can see at later time]]

3 min

ABDUCTIVE REASONING

As advocated by Dick Heuer:

The analysis of competing hypotheses (ACH) evaluates competing hypotheses from observed data

As with other aspects of good tradecraft, ACH is commonsense approach that, as analysts, we make more conscious, more deliberate.

Self-awareness … knowing what
kind of thinker you are … is a
hugely important step.

TOMORROW

Friday, 13 December
6:00pm CET

Drivers, scenarios, wild cards.