ଊ Welcome ଓ

Supporting Policy Through Actionable Analysis

Session 3: The Role of Analysis – and How to Make it Actionable

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?

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
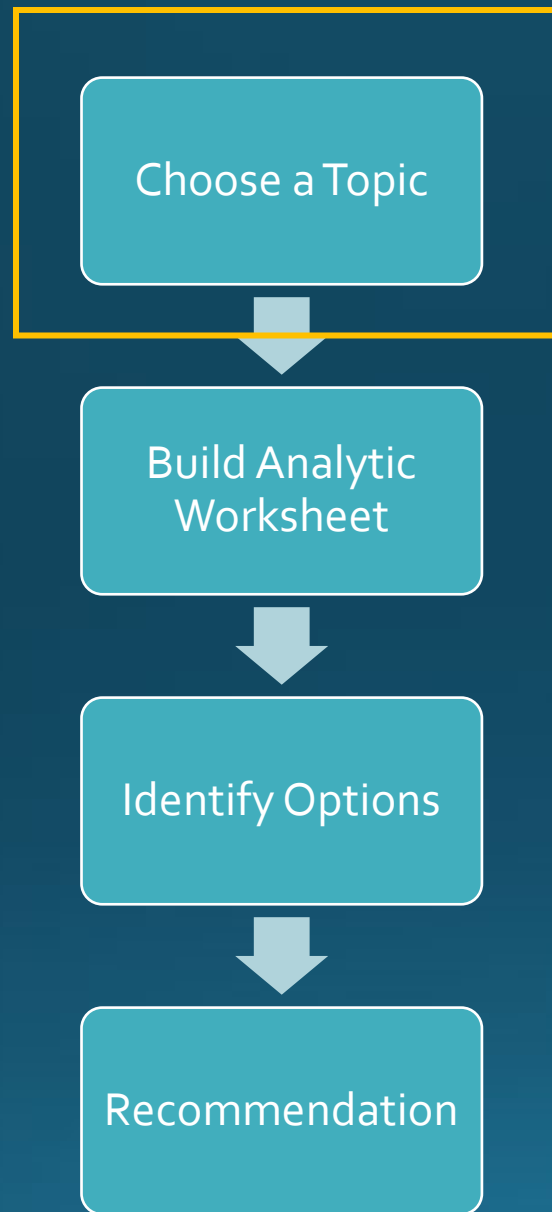 prescriptive – showing what can be done
  about it

This makes it

ACTIONABLE

analysis!

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?

POLICY INFO INPUTS

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
Work experience	Party	Studies/reports
Exposure	Colleagues	Staff research
Legislation/regulations	Staff and legal advisors	Intel collection/analysis
	Lobbies	Interagency process
	News	

CLANDESTINE INFO

The role of clandestine intelligence.

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

"Raw intelligence"
"Unevaluated intelligence"
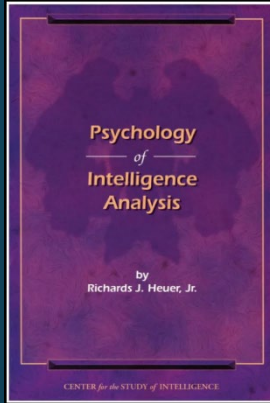
Heuer's Checklist for Analysts

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.

TRADECRAFT
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

OTHER HANDOUTS

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

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.

   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

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.

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

So ... TODAY

Session 3: The Role of Analysis – and How to Make it Actionable

Here's the
Bottom Line Up Front (BLUF):   FIRST ... A QUESTION

⟶

What makes good analysis good?
What makes good policy good?

Here's the
Bottom Line Up Front (BLUF):

The secret ingredient in actionable analysis (and good policy) is drivers.
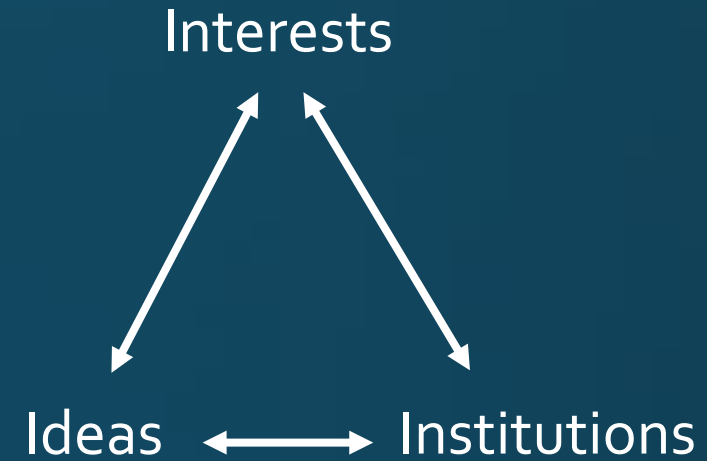
The Heartbeat of Analysis   (… and POLICY)

"DRIVERS"

What are drivers?

Borrowing from the "3-i framework" ...

In our PERSONAL lives ...

Interests

Ideas ⟷ Institutions

drivers

Interests	Ideas	Institutions
Work	Education	Parents
Food	Religion or values	Boy/Girlfriend
Love - Sex	Political thought	Husband/Wife
Family	Ideology	Colleagues
Home	Imposed expectations	Friends
Transportation		Political party
Entertainment		Employer
Recreation		
Challenges		

What are drivers?

Borrowing from the "3-i framework" …

In our NATIONAL lives …

Interests

Ideas ⟷ Institutions

Interests	Ideas	Institutions
Power/influence	Self-definition	Leadership
Needs	Nationalism	Abilities/constraints
Desires/ambitions	History	Economic structures
Wealth	Concepts/logic	Intermediation
Economic performance	Values	Inclusion
	Ideology	Topography/geography
		Climate

drivers

An EXAMPLE...   What should I do with my old car?

Decisionmaker asks ...

My car is no longer reliable. What do I do?

Problem   Transportation no longer reliable

Interests   Reliable, safe transportation.
                           Good style. Low price.

Drivers
- Time (car getting older)   good?
- Work place, supermarket, etc.   good?
- Resources   good?
- Other transportation options   good?
- Climate/weather   good?
- Other factors (family change?)   good?

And what is the "trend" of each driver?

My car is no longer reliable. What do I do?

Scenarios

- Car gets more dangerous, less reliable
- Car doesn't suffer breakdowns (less probable)

NEW PIECE

Wild cards

- Employer lends/gives me a car
- Win the lottery
- Family emergency

Implications

- Ability (or not) to get to work/school
- Accident and possible suffering
- Family problems

IN THIS EXAMPLE …

- Examine the causes (drivers) of problem

- Examine what's happening (trends)

- Examine what's probably going to happen (scenarios)

- Examine what *could* happen (alternative scenarios)

- Examine "extremely-low-probability, high impact" events (wild cards)

- Examine how the scenarios will affect me (implications)

- Then, in separate process, make my decision

OUR ANALYTIC MODEL

IN THIS EXAMPLE …

- Examine the causes (drivers) of problem

- Examine what's happening (trends)

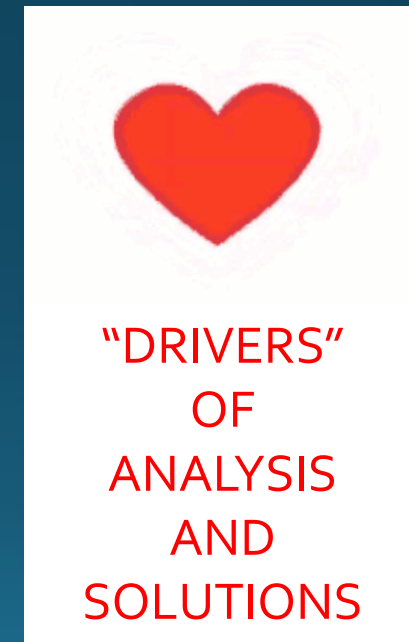- Examine what's probably going to

TRADECRAFT

OUR
ANALYTIC
MODEL

- Examine "extremely-low-probability, high-impact events (wild cards)

- Examine how the scenarios will affect me (implications)

- Then, in separate process, make my decision

Why are DRIVERS so important?

- They are the "heart" of the story.

- They are the "heart" of the solution.

"DRIVERS"
OF
ANALYSIS
AND
SOLUTIONS

EXAMPLE: CENTRAL AMERICAN MIGRATION

Q: Why are the "push factors" of migration from the "Northern Triangle"
of Central America so strong?

Q: WHY?   **Q: WHY?**   **Q: WHY?**

A: Poverty   A: Drug cartels   A: Poor education system

          Q: WHY?   **Q: WHY?**

          A: Geography   **Q: WHY?**   A: Cultural attributes
                       A: Low cooperation
                                              Q: WHY?

Q: WHY?   **Q: WHY?**   A: Weak institutions

A: Aloof elites   A: Corruption

                                        Q: WHY?   **Q: WHY?**

          Q: WHY?   A: U.S. guns   A: Gang deportees

A: Demographics
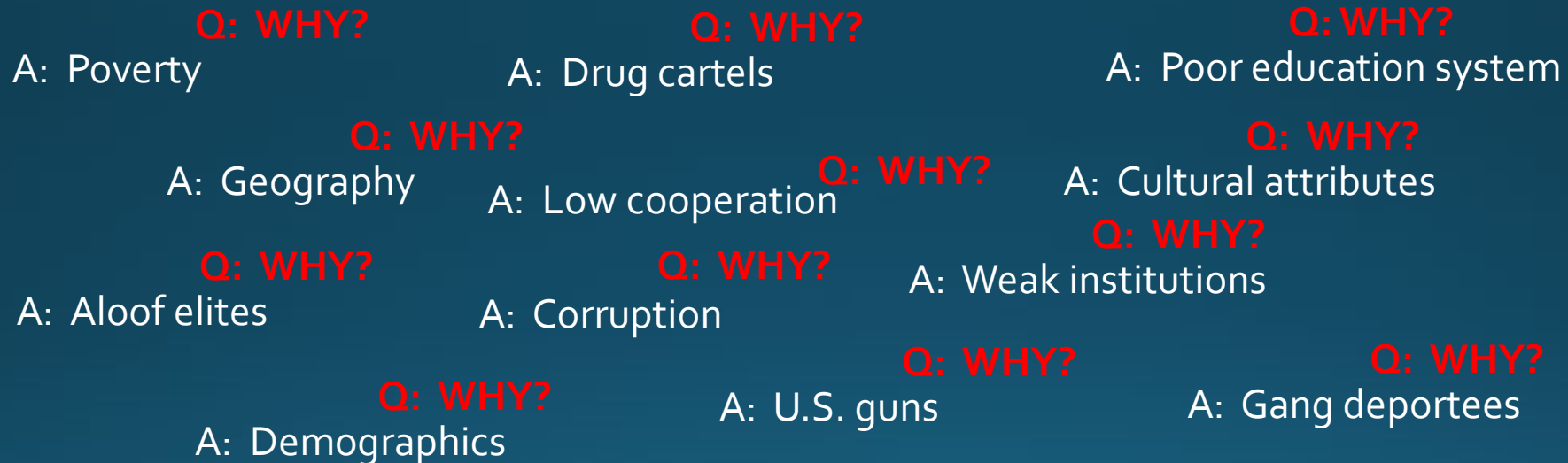
What is DRIVING events? How should we weight the drivers?

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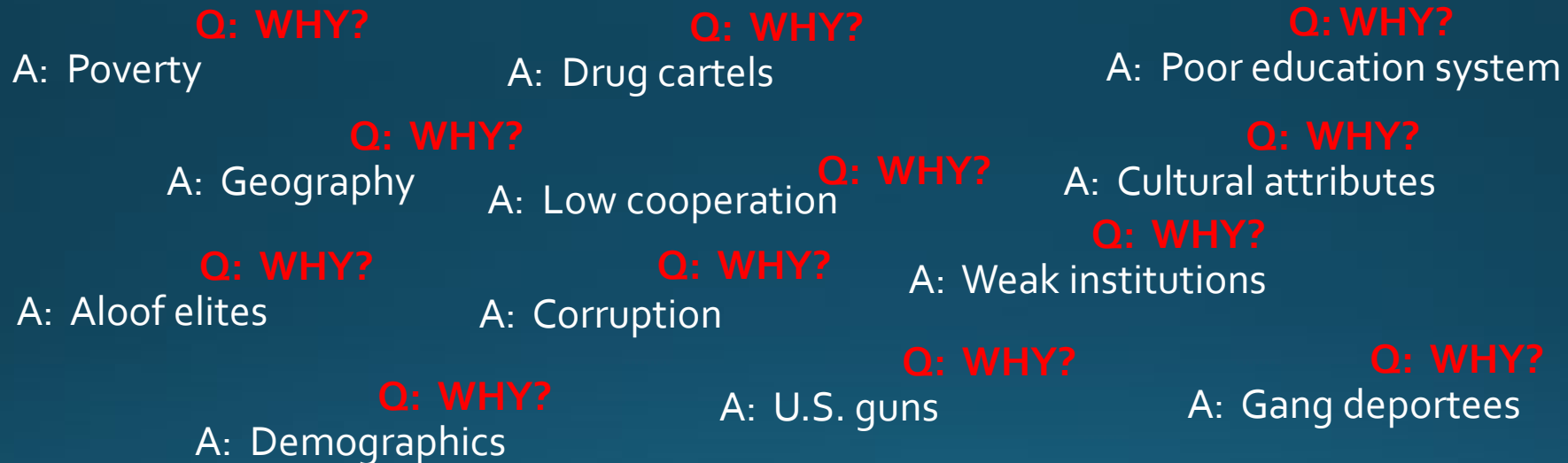
EACH DRIVER PRESENTS A **POSSIBLE**
PLACE WHERE POLICY CAN PLAY

When you go to a doctor, do you want …

Treatment of symptoms?

Diagnosis of what's wrong?

Analysis of the causes?

Or to a mechanic? Or to a psychologist? Or to a career advisor?

The real value is in understanding the **DRIVERS** of each issue.

Assignments

ASSIGNMENTS

To prepare for Session 4 (8 January): Start building your personal project.

1. Write the following and e-mail it to me by 9pm on Friday, 3 January.

   - A list of the principal (five or so) <u>drivers</u> of the issue; a brief definition of each driver; and a description of how each is evolving (as defined in the reading); and
   - A list of <u>policies</u> that you think, at this early stage of your work, could conceivably *change* the impact of those drivers on your issue.

   Format: Word doc

To prepare for Session 4 (8 January): Start building your personal project.

2. Begin filling in the "analytical worksheet" on your project and bring it digitally or hardcopy to Session 4.

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- Write the basic facts that you want to include in your "<u>framing</u>" (i.e., to "frame" the issue).

- Fill in the four top <u>drivers</u> and their "<u>trends</u>" that you identified in your e-mail to the professor.

- Be prepared to <u>brief</u> the class.

Format: Word doc

¿ Questions ?

EXERCISE

Choose three; no dupes.

Tell us which.

Write down the main 3-4 drivers you would look at if analyzing.

1. How is the Ukraine war going to turn out?
2. Why are household cats often obese?
3. Why is China putting pressure on Taiwan?
4. Why is the U.S. labor movement weak?
5. Why has college tuition risen so high?
6. How much longer is the Syrian war going to last?
7. What threat is terrorism for the U.S.?
8. Will the E.R.A. be revived in the U.S.?
9. Why did Trump win the U.S. 2024 election?

What do you have?

1. How is the Ukraine war going to turn out?
2. Why are household cats often obese?
3. Why is China putting pressure on Taiwan?
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Another way of looking at drivers - I
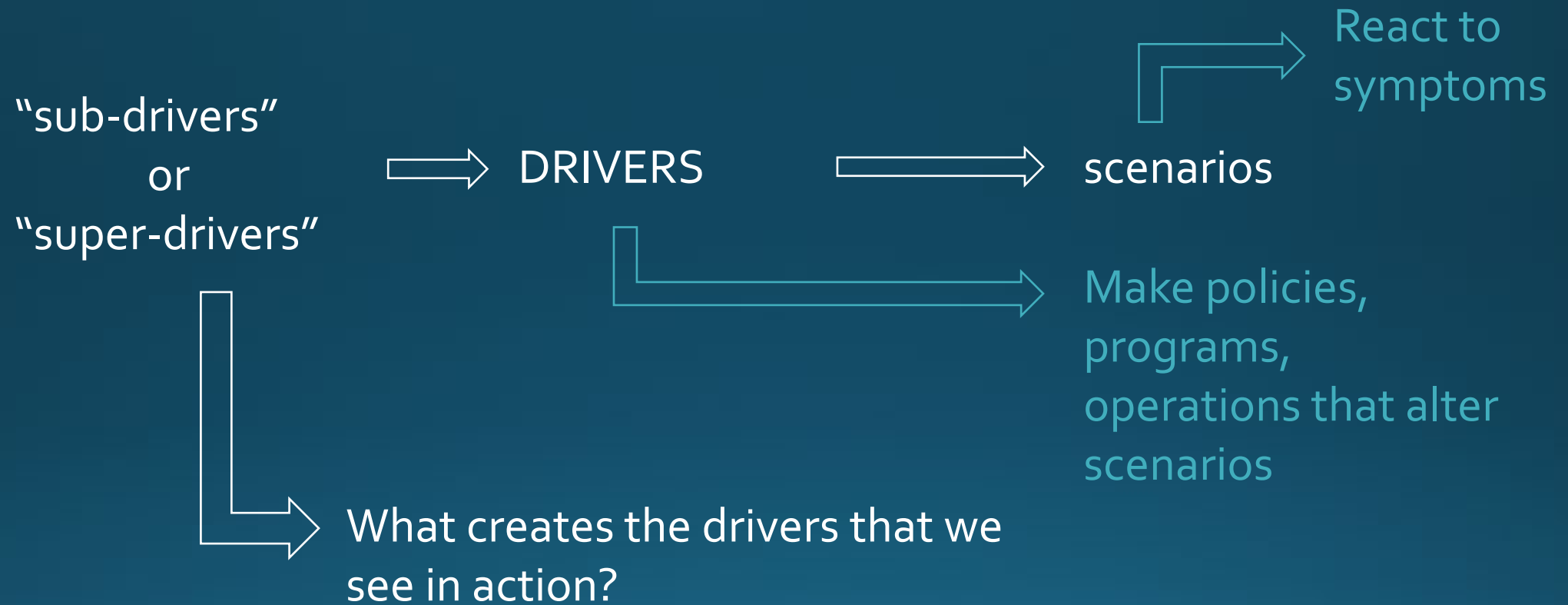
"sub-drivers"
or
"super-drivers"

What creates the drivers that we see in action?

How far "upstream" do we chase the drivers?

- What's driving/causing/influencing the situation you're analyzing?
  - What's driving/causing/influencing that driver?
    - And what's driving/causing/influencing THAT driver??
      - Etc., etc., etc.

Another way of looking at drivers - I

"sub-drivers"
or
"super-drivers"   ⟹   DRIVERS   ⟹   scenarios

React to symptoms

Make policies, programs, operations that alter scenarios

What creates the drivers that we see in action?

36

Another way of looking at drivers - II

"FUEL"

Effort/energy
Resources
Technology, etc.

to PUSH a solution.

"Forward" drivers

"FRICTION"

Obstacles
Resistence
Limitations, etc.

that OBSTRUCT a solution.

"Status Quo" or "Backward" drivers

Examples

DISCUSSION

- What are some issues that you're tracking?

- What are the drivers?

- Which drivers are "fuel" and which are "friction"?

- And … how are the drivers evolving?

More powerful or less?
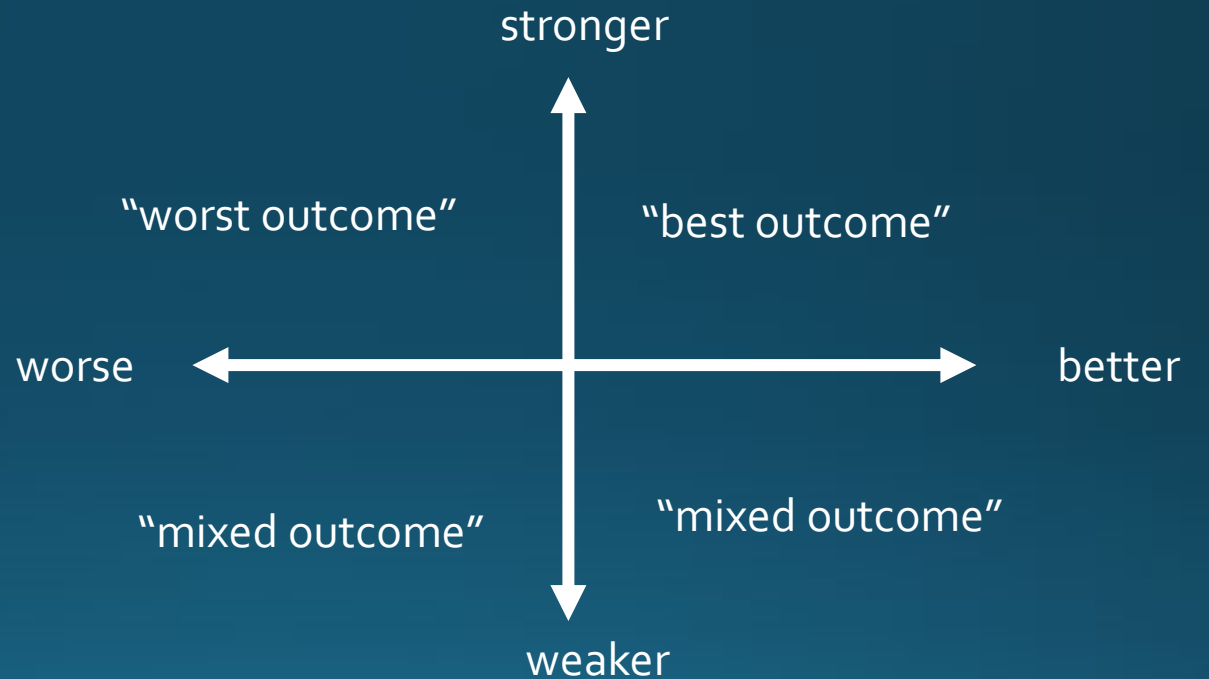Toward solution or away?

Questions or Comments?

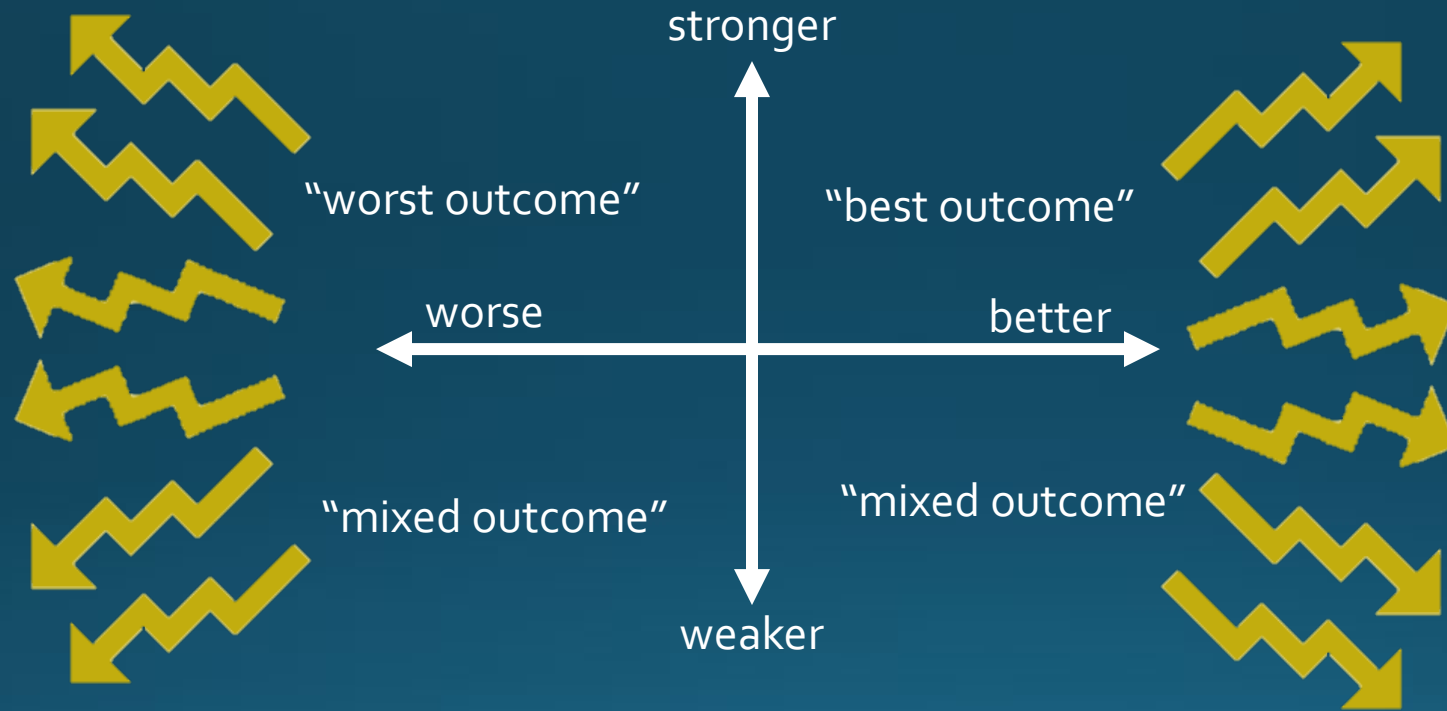So those are DRIVERS.

Next ... trends.

What are the "trends" of the drivers?

The "trends" or "currents" are how the drivers are (or have been) behaving:

- More or less strong, important

- Moving toward or away from resolution

stronger

"worst outcome"   "best outcome"

worse ←——————————→ better

"mixed outcome"   "mixed outcome"

weaker

Or … for a little more drama … because they're important

stronger

"worst outcome"   "best outcome"

worse   better

"mixed outcome"   "mixed outcome"

weaker

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A: Cultural attributes

A: Weak institutions

A: Aloof elites

A: Corruption

A: U.S. guns

A: Gang deportees

A: Demographics

TREND: More – or less? – important?

EXAMPLE: Central American Migration

corruption

violence

poverty

- Getting "worse"?
- Getting more important?

weak government

- Getting "better"?
- Getting less important?

demographic

"U.S. GREEN LIGHT"

Drivers and Trends

All clear?

Questions or Comments?

DISCUSSION

When you look at policy SUCCESSES and policy FAILURES in the past or today …

Were/are they addressing drivers?
symptoms?
political imperatives?

Do you think the policies – and outcomes – will evolve?

Are you ready to apply this model to your individual projects?

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Format: Word doc

Have time for a quick run through other analytical methods?

Other Models

Chronological Clarifies cause-effect of events
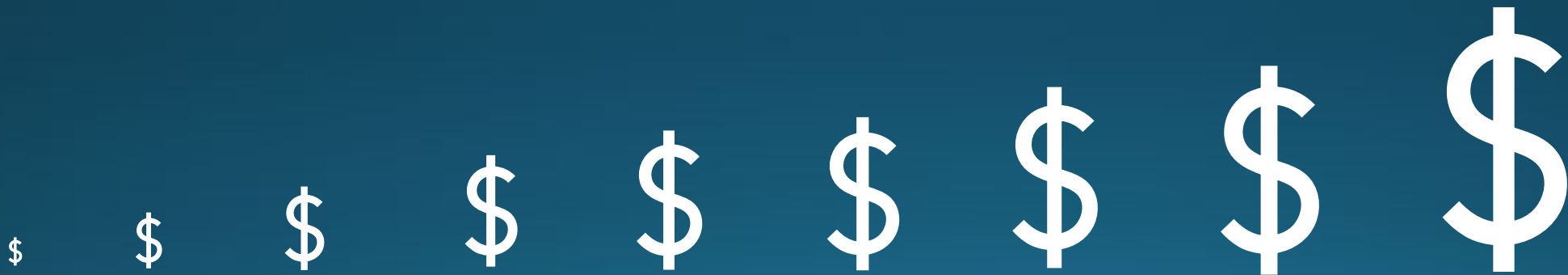
Other Models

Flow chart   Clarifies processes

coca → pasta → cocaine → packaging → transport → distro & sales

Other Models

"Value-chain"   Indicates the value-added at each stage of a process ... for economic analysis

$ $ $ $ $ $ $ $ $

Other Models

"Event-flow"   Indicates the patterns in a series of events, including places, victims, circumstances, suspects, etc. ... for criminal analysis

Other Models

Decision Matrix — Helps achieve an understanding of the interests (and decision costs) of decisionmakers

Most basic structure:

Strengths
Weaknesses
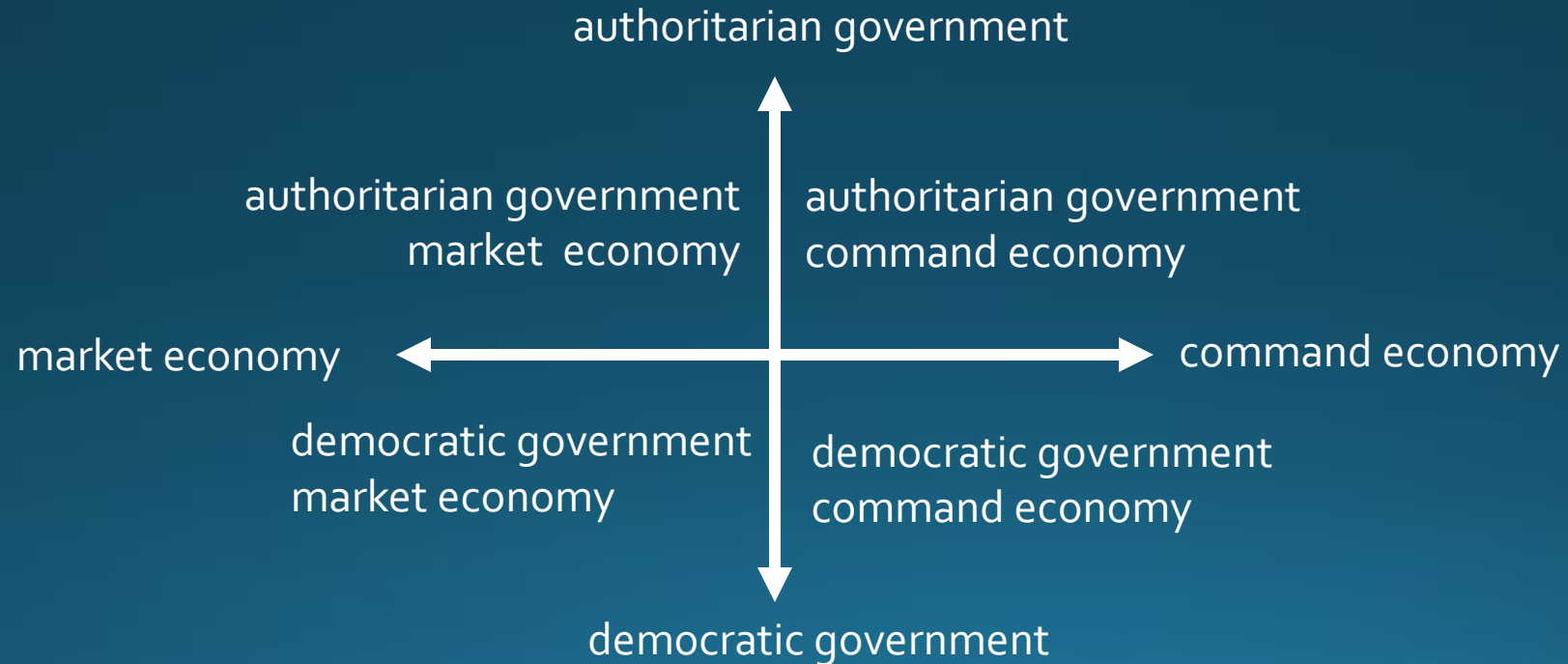Opportunities
Threats

W	S
T	O

Other Models

Link Analysis

Reveals the relationships between posible actors ... useful for CT, CN, and criminal analysis

Other Models

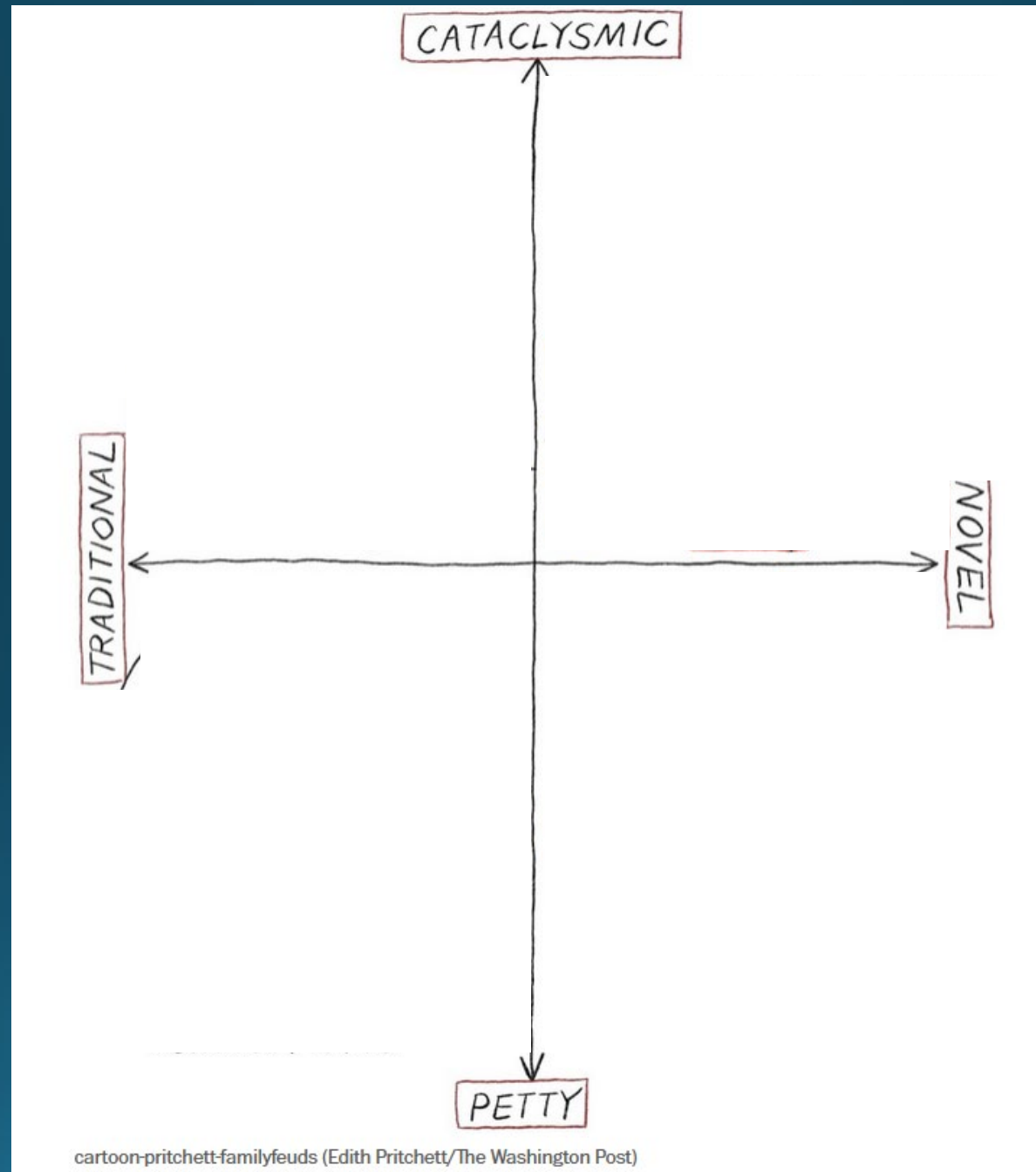Scenarios Quadrant   Explores possibilities based on variable key factors

authoritarian government

authoritarian government   authoritarian government
market economy   command economy

market economy ←————————————————→ command economy

democratic government   democratic government
market economy   command economy

democratic government

"Let's Start a Family Feud"

cartoon-pritchett-familyfeuds (Edith Pritchett/The Washington Post)

Edith Pritchett
15 December 2023

The Washington Post

"Let's Start a Family Feud"
Edith Pritchett
15 December 2023

But …   (imho)

The DRIVERS model does more

- Combines many elements of other models

- Gives the decisionmaker something ACTIONABLE
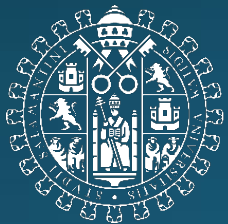
Questions? Comments? Concerns? Suggestions?

HAPPY HOLIDAYS

Next Class: Wednesday, 8 January
4:00pm CET

Drivers as the Heartbeat of Analysis and Policy