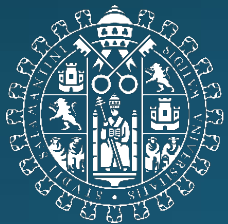


# Challenges and Institutions in Global Security

Master in Global and International Studies



VNiVERSiDAD  
D SALAMANCA

**Fulton T. Armstrong**

American University  
Syracuse University

Washington, DC

∞ Welcome ∞

Supporting Policy Through Actionable Analysis

Session 4: Drivers as the Heartbeat of Analysis and Policy

## 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*

Good to meet you face-to-face.

Let's get to know each other better.

Questions or Comments  
from  
Previous Discussions?  
(Here's a quick review.)

# 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

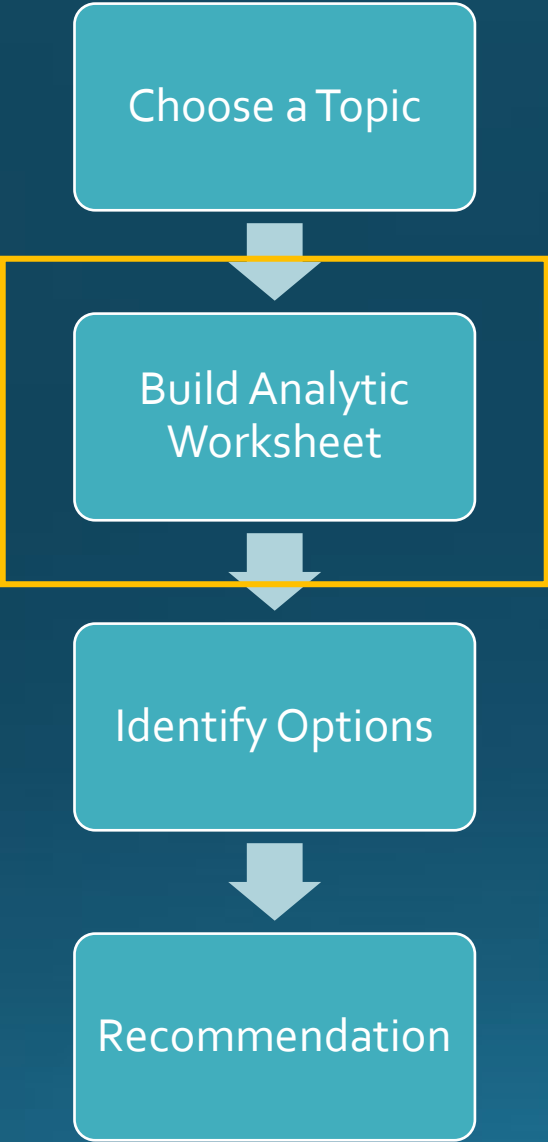
This makes it

**ACTIONABLE**

analysis!



# Your Projects



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?

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



CLANDESTINE INFO

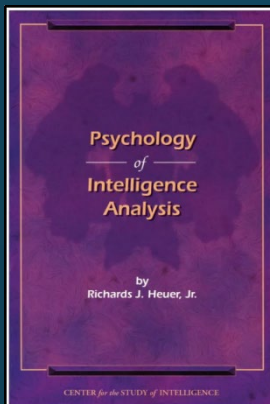
The role of clandestine intelligence.

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

## OTHER HANDOUTS

### HANDOUT C

#### 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.*

### HANDOUT D

#### 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.

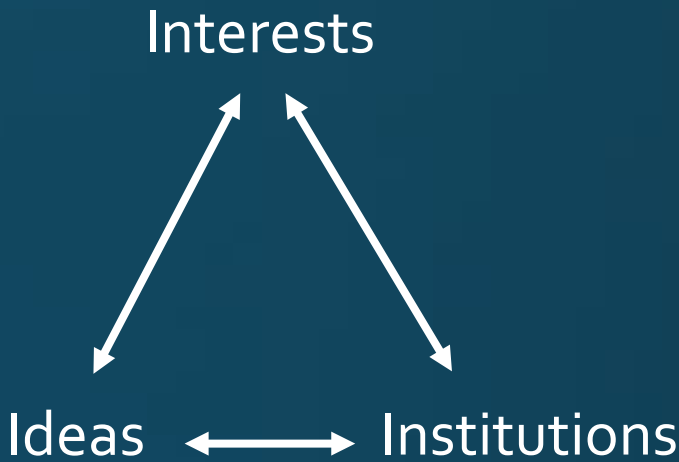
1. **ASSESS** what your decisionmakers need.  
Put yourself in their shoes.  
Think of the scope of the topic and key questions to answer.  
Determine what the reader *really* needs – not just what is requested. Don't pander.
2. **GATHER** your information, **ABSORB** it, and **CHALLENGE** it.  
Take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

Borrowing from the “3-i framework” ...

In our NATIONAL lives ...

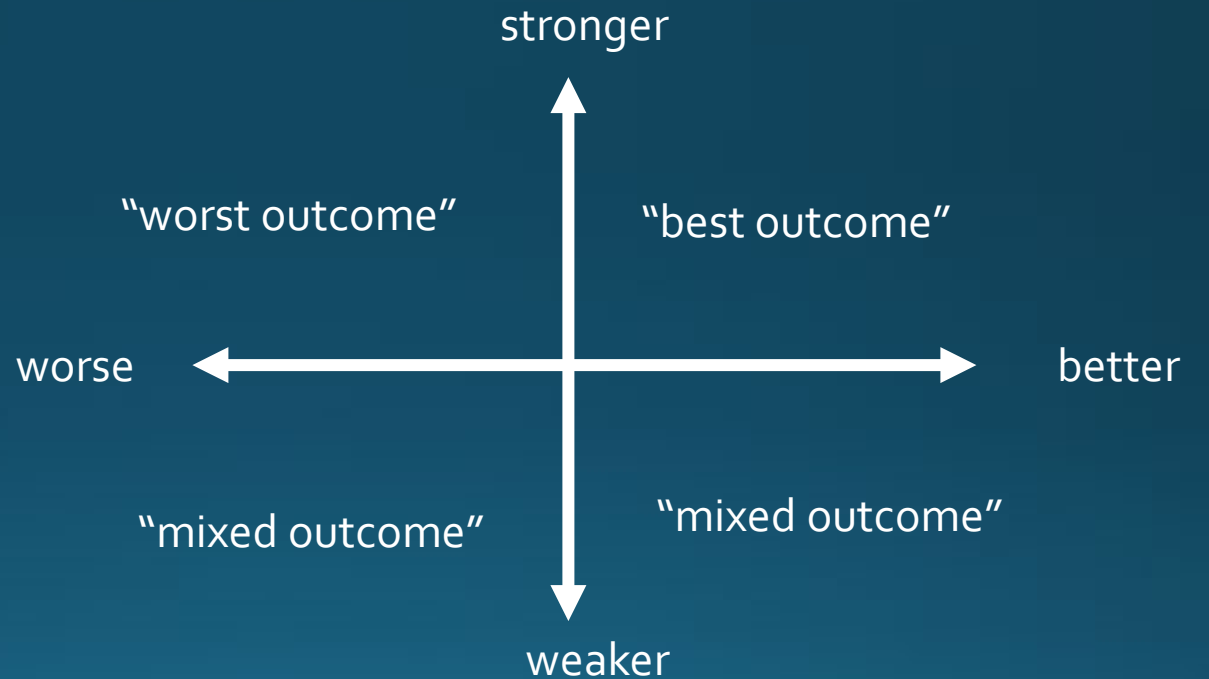


	Interests	Ideas	Institutions
drivers	Power/influence Needs Desires/ambitions Wealth Economic performance	Self-definition Nationalism History Concepts/logic Values Ideology	Leadership Abilities/constraints Economic structures Intermediation Inclusion Topography/geography Climate

## 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



Name: \_\_\_\_\_

Building Analysis

Thesis

Framing

Drivers & Trends

	Driver	Trend
Driver 1:		
Driver 2:		
Driver 3:		
Driver 4:		

Scenarios

Scenario 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

SIS Sharpening Analytic Skills

Scenario 2: \_\_\_\_\_

Wild Cards

Wild card 1: \_\_\_\_\_

\_\_\_\_\_

Wild card 2: \_\_\_\_\_

\_\_\_\_\_

Implications

Implication 1: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Implication 2: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Implication 3: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Other Points

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ALSO IN  
WORD  
"FORM"  
(Handout F)

## AN EXAMPLE of a filled-in analytical worksheet

Name: Good Student

**DRAFT - EXAMPLE**

**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.

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**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.

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Drivers & Trends	Driver	Trend
Driver 1:	<u>Pull factor: people think they can safely arrive in U.S., get jobs, and make a better living than they can at home.</u>	<u>Obama and Trump policies – including mass deportations – have sent a clear signal. This driver has become less strong.</u>
Driver 2:	<u>Corruption undermines everything in “sending” countries – undermining even positive programs in security, economy, education, medical, etc.</u>	<u>Despite internationally sponsored efforts, corruption remains extremely corrosive. Governments are tied up in scandals, undermining vigilance and clearing way for my corruption.</u>
Driver 3:	<u>Violence, extortion, rape, and insecurity have presented families with an existential challenge. People feel unsafe in own communities.</u>	<u>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.</u>
Driver 4:	<u>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.</u>	<u>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.</u>

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**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.

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**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.

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**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.



So ... TODAY

## Session 4: Drivers as the Heartbeat of Analysis and Policy

Let's talk about YOUR projects.

Topic, Drivers, Trends ... Current Policies ... Future?



Assignments →

REPEAT

## 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) drivers 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 policies that you think, at this early stage of your work, could conceivably *change* the impact of those drivers on your issue.

*Format: Word doc*

REPEAT

## ASSIGNMENTS

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.
  - Draft a preliminary Thesis.
  - Write the basic facts that you want to include in your “framing” (i.e., to “frame” the issue).
  - Fill in the four top drivers and their “trends” that you identified in your e-mail to the professor.
  - Be prepared to brief the class.

*Format: Word doc*

# Let's discuss

1. Read your own and think.
2. Read next person's and think.
3. Discuss.

Tirza

**Questions:** What is the current state of Iran's regime? *Or* What are current challenges to Iran's regime stability?

## Drivers:

- Stagnant/poor economy. Prominent rampant internal corruption; rampant
- Growing anti-government movements. Widespread Youth Discontent
- Possible conflict with Israel.
- Fall of key allies; Assad regime
- Nuclear proliferation: Are they
- Trump 2.0. How hard is Trump

## Policies:

- 1) Official social liberalization
  - For the regime to be more official concessions to women and women's rights to be reigned in.
- 2) Official dialogue with the West
  - For the regime to officially dialogue with Israel, as well as its economic relations with the West. With this perhaps the regime can

Justin Mirabent

Challenges and Institutions in Global Security

## Drivers

### Military Provocations

- Both North and South Korea have been provocative
- North Korea has sent balloons filled with propaganda tests. Skirmishes between North and South Korea are frequent. Cyber attacks aimed at S. Korea
- South Korea on the other hand has had drills regularly issue anti-North Korea propaganda loudspeakers along the border. South Korea has operations to monitor North Korean military operations in the Ukraine war.

### Propaganda

- The use of propaganda on both sides is a common tactic in these countries.
- North Korea portrays the alliance between them and how western influence will be the downfall of their country, justify their own military actions, and political
- South Korea uses loudspeakers along the

Eesha

Topic: The Impact of Assadism, After Its Demise and The Political Future of Syria  
Five Principal Drivers

- History of The Assad Regime
  - Definition: The history of the Assad Regime is a key driver to consider because the Assad family has ruled over Syria for the past 50 years. The regime of Hafez Al-Assad was very militaristic. Additionally, pan-Arabism and Ba'athism were important concepts that shaped the regime's ideology, and meaningful relationships were built between other Arab countries. After Hafez's death and the death of his older son, Bashar Al-Assad, his younger son, came into power, Syria changed. This family's history and autocratic rule are essential to how Syria will move forward.
- Ahmed Al-Sharaa and His Past
  - Definition: Formerly Abu Mohammed Al-Jolani, he has been tied to Al-Qaeda and even designated a terrorist individual by the US in 2013. He is the emir of Hayat Tahrir Al-Sham, the opposition group that took down Bashar Al-Assad. Since 2016, he has sought to legitimize himself as a bonafide leader of Syria. However, it is essential to consider his past and how other countries will want to work with him.
- Relationships with Neighbors
  - Definition: Syria's relationships with its neighbors are essential to consider as drivers for its future, as they are the ones who can help it rebuild and impact its future.

Let's discuss

Does the analysis set up policymaker to make good policy?

Do the drivers set you up to do good analysis?



Relevance?  
Hierarchy?  
Inclusiveness and balance?  
Meaningful trends?

Let's discuss

All clear?

APPLICABLE IN OUR LIVES?

Do you agree that understanding the drivers in individual lives can help people make good decisions?

"SANITY CHECK"



Does this idea of drivers work well for you?

What other factors weigh on policymakers' decisions?

What impact should those factors have on your analysis?

## ASSIGNMENT

# Part TWO of class preps

Do you have a thesis?  
What's your framing?  
How do your drivers and trends look?



Name: \_\_\_\_\_

Building Analysis																																																				
<b>Thesis</b>																																																				
<b>Framing</b>																																																				
<b>Drivers &amp; Trends</b>	<table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 15%;"></th> <th style="width: 40%;">Driver</th> <th style="width: 45%;">Trend</th> </tr> </thead> <tbody> <tr><td>Driver 1:</td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td>Driver 2:</td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td>Driver 3:</td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td>Driver 4:</td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td></tr> </tbody> </table>		Driver	Trend	Driver 1:												Driver 2:												Driver 3:												Driver 4:											
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Scenario 1: \_\_\_\_\_



Drivers and Trends

All clear?

Questions or Comments?

## REVIEW EXERCISE

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. What threat is terrorism for the U.S.?
7. Will the E.R.A. be revived in the U.S.?
8. Why did Trump win the U.S. 2024 election?

## 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?

Questions? Comments? Concerns? Suggestions?

Next Class: TOMORROW  
Thursday, 9 January  
4:00pm CET

## Crafting “Scenarios” with Meaningful Probabilities and Messages

PREPS: Sections in the guide on “Red Cell” and competitive analysis  
Inductive, deductive, and abductive  
thinking

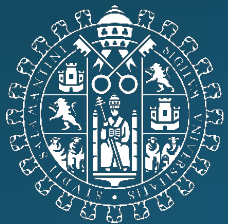
Wild cards

Implications

UPDATE YOUR ANALYTICAL WORKSHEET

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