

**DETERRENCE IN THE 21st CENTURY:
AN EFFECTS-BASED APPROACH IN AN
INTERCONNECTED WORLD**

**VOLUME III -
Appendix H: DAPSE Offline – Blank
Appendix I: Peaches Scenario**

1 October 2007

**Prepared for
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(USSTRATCOM/GISC)**

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Appendix H: DAPSE Offline - Blank

In material below – text in blue indicates instructions or notes rather than questions to be answered.

1 DAPSE Step 1: Specify deterrence objective & strategic context

1.1 Guidance typology & actor identification

GUIDANCE	RESPONSE
What is the Commander’s Mission Statement?	
What is the Commander’s Intent?	
<ul style="list-style-type: none"> • Purpose 	
<ul style="list-style-type: none"> • Method 	
<ul style="list-style-type: none"> • Risk 	
<ul style="list-style-type: none"> • Endstate 	
What is the desired deterrence effect?	
What is the current situation?	
Staff Estimate Analysis	
<ul style="list-style-type: none"> • Assigned Tasks 	
<ul style="list-style-type: none"> • Specified Tasks 	
<ul style="list-style-type: none"> • Implied Tasks 	
<ul style="list-style-type: none"> • Mission Essential Tasks 	
<ul style="list-style-type: none"> • Assumptions 	

Who is/are the relevant decision maker(s)? (i.e., who can commit the resources of the focal political entity without reversal) Decision maker may be an individual or group or coalition.

Consider also as part of the political context individuals who can influence the relevant decision maker. Who are influencers?

Complete characterization below for each decision maker and influencer.

Notes: Unless indicated otherwise, ‘actor’ refers to the entity described in the Commander’s Guidance; ‘individual’ refers to a single person, whether the relevant single decision maker or a person who has been identified as an influencer on the relevant decision maker.

ACTOR:

1.2 Decision making typology for each actor

Decision Unit	Responses
For the issue in the Commander’s Guidance, who is the relevant decision maker? (i. e., who can commit the resources of the focal political entity without reversal)	
<ul style="list-style-type: none"> Individual as Primary Relevant Decision Maker 	
<ul style="list-style-type: none"> Group as Primary Relevant Decision Unit - Who are the dominant members? (e.g., opinion leaders, experts, high status, etc.) 	
<ul style="list-style-type: none"> Coalition - Who are the dominant members within Coalition groups? (e.g., opinion leaders, experts, high status, etc.) 	
<p>Note: Cells highlighted below in yellow should be used to determine the extent to which a relevant decision maker or actor is open or closed to influence, change, ideas, etc.</p>	
<p>If Individual Chosen:</p>	
For each relevant individual identified above (committer of resources, decision maker influencer, etc.), is s/he:	
<ul style="list-style-type: none"> A formal leader (i.e., his/her authority derives from an official position)? 	
<ul style="list-style-type: none"> An informal leader (i.e., his/her authority derives from recognized expertise, constituencies /connections, possession of important information, religious or political stature)? 	
<ul style="list-style-type: none"> Other 	
Identify the key characteristics of each individual leader or key advisor identified	
<ul style="list-style-type: none"> What is the name of the individual? 	
<ul style="list-style-type: none"> What is the age of the individual? 	
<ul style="list-style-type: none"> What relevant experiences of the individual’s generation or cohort likely defined or shaped the members of the generation/cohort (especially when individual was 17-25 years old)? 	
<ul style="list-style-type: none"> What is the gender of the individual? 	
<ul style="list-style-type: none"> o Male 	
<ul style="list-style-type: none"> o Female 	
<ul style="list-style-type: none"> To what ethno-religious group does the individual belong? 	
<ul style="list-style-type: none"> Is the individual known as a risk taker or cautious (i.e., risk averse) decision maker? 	
<ul style="list-style-type: none"> o Risk taker 	
<ul style="list-style-type: none"> o Cautious (risk averse) 	

ACTOR:

Decision Unit	Responses
<ul style="list-style-type: none"> • Does the individual question authority and/or test the limits of their formal roles or positions? 	
<ul style="list-style-type: none"> ○ Yes 	
<ul style="list-style-type: none"> ○ No 	
<ul style="list-style-type: none"> • Is the individual sensitive to contextual information (i.e., social norms, morale, survival, concerns of others, interest in a variety of perspectives)? 	
<ul style="list-style-type: none"> ○ Yes 	
<ul style="list-style-type: none"> ○ No 	
<ul style="list-style-type: none"> • What are major experiences that may have shaped and defined the individual (e.g., extensive foreign travel, traumatic personal, family, or friend experiences)? 	
<ul style="list-style-type: none"> • What is the individual's education level? Where and what did the individual study? Does s/he have knowledge of foreign languages? 	
<p>If Group or Coalition Chosen:</p>	
<p>How is the group defined?</p>	
<ul style="list-style-type: none"> • Group with a single, dominant perspective or ideology. 	
<ul style="list-style-type: none"> • Group composed of members with multiple, clearly distinct perspectives/ideologies 	
<ul style="list-style-type: none"> • Group composed of two or more sub-groups that share in the decision-making process, for example, where a subgroup may have responsibility for specific type of issues; multiple decision makers bound by similar constraints 	
<ul style="list-style-type: none"> • Coalition: heterogeneous groups capable of operating independently and within their own membership, constituents and funding sources (i.e., their power bases are independent of each other) 	
<ul style="list-style-type: none"> • Other 	
<p>Is the group:</p>	
<ul style="list-style-type: none"> • Formal (designated by legislation, constitution, or administration)? 	
<ul style="list-style-type: none"> • Informal (ad hoc; members come together around the issue)? 	
<p>Identify the key characteristics of group:</p>	
<ul style="list-style-type: none"> • What is the median age of the group? 	
<ul style="list-style-type: none"> • What age range is represented by group membership? 	

ACTOR:

Decision Unit	Responses
<ul style="list-style-type: none"> • What is the majority gender of the group? 	
<ul style="list-style-type: none"> ○ Male 	
<ul style="list-style-type: none"> ○ Female 	
<ul style="list-style-type: none"> ○ Mixed 	
<ul style="list-style-type: none"> • What is the primary ethno-religious group of the group (for Coalitions, what are the primary ethno-religious orientations of the member group)? 	
<ul style="list-style-type: none"> • What major experiences may have shaped and defined the group? 	
<ul style="list-style-type: none"> • Who are the dominant group members (in Coalitions, identify for each group)? [Complete characterization for each individual.] 	
<ul style="list-style-type: none"> • How long has the group/coalition existed? 	
<ul style="list-style-type: none"> • Are/were there any major events or experiences that led to the group's/coalition's formation/existence? [Describe] 	
<ul style="list-style-type: none"> • Are there observable/known commonalities among group/coalition members (e.g., education, military experience, ethnicity, tribal/clan links, business, religion, etc.)? 	
<ul style="list-style-type: none"> • What is the group process for resolving disagreements? 	
<ul style="list-style-type: none"> ○ Majority rule 	
<ul style="list-style-type: none"> ○ Consensus 	
<ul style="list-style-type: none"> ○ Dominant member choice or veto 	
<ul style="list-style-type: none"> ○ Use of external experts/authority, independent commissions, mediation, local, regional or international organizations 	
<ul style="list-style-type: none"> ○ Coercion 	
<ul style="list-style-type: none"> ○ Bribery, side payments, trade-offs 	
<ul style="list-style-type: none"> ○ Withdrawal of disagreeing members 	
<ul style="list-style-type: none"> ○ Removal or exclusion of disagreeing members 	
<ul style="list-style-type: none"> ○ Situation dependent 	
<ul style="list-style-type: none"> ○ Other 	
<ul style="list-style-type: none"> • Which of the following characterize the group context (i.e., factors likely to affect group decision making)? [Describe each as it relates to the deterrence issue.] 	
<ul style="list-style-type: none"> ○ Ideology 	
<ul style="list-style-type: none"> ○ Cohesion (closeness among group members) [Level and extent] 	
<ul style="list-style-type: none"> ○ Embeddedness (extent to which individual identity based on group membership) 	

ACTOR:

Decision Unit	Responses
<ul style="list-style-type: none"> ○ Sources of leader support (i.e., charisma, hierarchical position in group based on wealth, expertise, or status, control of resources, relationships with important constituents) 	
<ul style="list-style-type: none"> ○ Culture <ul style="list-style-type: none"> • Traditional (more religious) vs secular • Individual vs collectivist • Shame vs guilt avoidance 	
<ul style="list-style-type: none"> ○ Relationships outside group – Are there local, regional, and/or international relationships that are critical for the outcome of the issue for the group? 	
<ul style="list-style-type: none"> • How is the focal issue framed? 	
<ul style="list-style-type: none"> ○ Potential loss? 	
<ul style="list-style-type: none"> ○ Potential gain? 	
<ul style="list-style-type: none"> ○ Group philosophy regarding the issue that shapes how the issue is perceived? 	

Decision Making	Responses
What is the relevant decision maker's dominant decision-making approach? (Refer to typology for definitions and examples)	
<ul style="list-style-type: none"> • Rational 	
<ul style="list-style-type: none"> • Heuristic 	
<ul style="list-style-type: none"> • Sense-making 	
<ul style="list-style-type: none"> • Expert 	
<ul style="list-style-type: none"> • Other: 	
<ul style="list-style-type: none"> • Don't know 	

Rational – decision maker employs unweighted value maximization in order to make his choice.

Heuristic – decision maker relies on cognitive short-cuts (norms, rules of thumb)

Sense-making – decision maker tries to understand a situation or environment by probing it (actions/decisions) and making adjustments on the basis of response received

Expert – decision maker follows the advice of recognized experts or authority figures

Note that there are implications of decision making mode for deterrence – see typologies.

ACTOR:

1.3 Capabilities typology for each actor

Capabilities	Responses
Describe the actor's nuclear capabilities (including make, buy, steal)?	
<ul style="list-style-type: none"> • Large capability 	
<ul style="list-style-type: none"> • Small capability 	
<ul style="list-style-type: none"> • Could probably acquire 	
<ul style="list-style-type: none"> • No capability 	
<ul style="list-style-type: none"> • Don't know 	
Are these nuclear capabilities:	
<ul style="list-style-type: none"> • Overt 	
<ul style="list-style-type: none"> • Covert 	
<ul style="list-style-type: none"> • Don't know 	
Describe the actor's biological capabilities (including make, buy, steal)?	
<ul style="list-style-type: none"> • Large capability 	
<ul style="list-style-type: none"> • Small capability 	
<ul style="list-style-type: none"> • Could probably acquire 	
<ul style="list-style-type: none"> • No capability 	
<ul style="list-style-type: none"> • Don't know 	
Are these biological capabilities	
<ul style="list-style-type: none"> • Overt 	
<ul style="list-style-type: none"> • Covert 	
<ul style="list-style-type: none"> • Don't know 	
Describe the actor's chemical capabilities (including make, buy, steal)?	
<ul style="list-style-type: none"> • Large capability 	
<ul style="list-style-type: none"> • Small capability 	
<ul style="list-style-type: none"> • Could probably acquire 	
<ul style="list-style-type: none"> • No capability 	
<ul style="list-style-type: none"> • Don't know 	
Are these chemical capabilities	
<ul style="list-style-type: none"> • Overt 	
<ul style="list-style-type: none"> • Covert 	
<ul style="list-style-type: none"> • Don't know 	
What are the actor's conventional military capabilities?	
<ul style="list-style-type: none"> • Heavy mobile strike force 	
<ul style="list-style-type: none"> • Light conventional force 	
<ul style="list-style-type: none"> • Unconventional/guerrilla/terrorist capabilities 	
<ul style="list-style-type: none"> • Force projection capability 	
<ul style="list-style-type: none"> • Other 	
Which best describe the actor's global presence?	
<ul style="list-style-type: none"> • Has known, identifiable allies 	
<ul style="list-style-type: none"> • Holds position(s) in international organizations 	

ACTOR:

Capabilities	Responses
<ul style="list-style-type: none"> Is sponsored by state actor(s) 	
<ul style="list-style-type: none"> Has relationships with non-state groups 	
<ul style="list-style-type: none"> Other 	
What are the actor's economic capabilities?	
<ul style="list-style-type: none"> Monetary power (currency reserves) 	
<ul style="list-style-type: none"> Actor-influenced or owned private business 	
<ul style="list-style-type: none"> Other aid and funding sources 	
<ul style="list-style-type: none"> Other 	
What is the actor's span of influence?	
<ul style="list-style-type: none"> Local 	
<ul style="list-style-type: none"> Regional 	
<ul style="list-style-type: none"> Global 	
<ul style="list-style-type: none"> Other 	
Does the actor have a cyber presence?	
<ul style="list-style-type: none"> Yes [describe] 	
<ul style="list-style-type: none"> No 	
What is the actor's ability to adapt?	
<ul style="list-style-type: none"> Distributed infrastructure network 	
<ul style="list-style-type: none"> Reserve organizational capacity (e.g., personnel, resources) 	
<ul style="list-style-type: none"> Reserve/redundant infrastructure 	
<ul style="list-style-type: none"> Evidence of ability to change rapidly 	
<ul style="list-style-type: none"> Other: 	
<ul style="list-style-type: none"> Don't know 	
Describe the actor's communications/PR capabilities?	
<ul style="list-style-type: none"> Informal 	
<ul style="list-style-type: none"> Traditional long-distance communication 	
<ul style="list-style-type: none"> Phone lines 	
<ul style="list-style-type: none"> Cellular communications 	
<ul style="list-style-type: none"> Internet 	
<ul style="list-style-type: none"> Mass media 	
<ul style="list-style-type: none"> Marketplaces and community gathering places 	
<ul style="list-style-type: none"> Word of mouth/runners 	
<ul style="list-style-type: none"> Line-of-sight/earshot 	
<ul style="list-style-type: none"> Other: 	
Describe the actor's territory	
<ul style="list-style-type: none"> Size of territory controlled 	
<ul style="list-style-type: none"> Strategic value of territory controlled 	
<ul style="list-style-type: none"> Economic value of territory controlled 	
<ul style="list-style-type: none"> Territorial markers 	
<ul style="list-style-type: none"> Other 	

ACTOR:

1.4 Context typology for each actor

Context	Responses
Geographic Factors	
How abundant are key geographic resources (including oil wells, mineral deposits, water wells, pastures, arable land, and key transportation routes)?	
<ul style="list-style-type: none"> • Abundant 	
<ul style="list-style-type: none"> • Sufficient to support constituents/economy 	
<ul style="list-style-type: none"> • Sparse 	
<ul style="list-style-type: none"> • Insufficient to support constituents/economy 	
<ul style="list-style-type: none"> • Nonexistent/Unavailable 	
<ul style="list-style-type: none"> • Don't know 	
What is the strategic value of the physical terrain?	
<ul style="list-style-type: none"> • Military advantage 	
<ul style="list-style-type: none"> • Economic advantage 	
<ul style="list-style-type: none"> • Access to water/water routes, etc. 	
<ul style="list-style-type: none"> • Other: 	
Where is the majority of the population concentrated?	
<ul style="list-style-type: none"> • Rural areas 	
<ul style="list-style-type: none"> • Urban areas 	
<ul style="list-style-type: none"> • Mix of rural and urban areas 	
<ul style="list-style-type: none"> • Other 	
What is the stage of development of the area in which the actor operates?	
<ul style="list-style-type: none"> • Emerging 	
<ul style="list-style-type: none"> • Developing 	
<ul style="list-style-type: none"> • Developed 	
<ul style="list-style-type: none"> • Failing 	
<ul style="list-style-type: none"> • Group operates in several areas: 	
<ul style="list-style-type: none"> ○ Areas of operation are primarily (describe) 	
<ul style="list-style-type: none"> ○ Area of operation varies in stage of development 	
<ul style="list-style-type: none"> • Other: 	
Cultural Factors:	
What is the actor's primary source of identity?	
<ul style="list-style-type: none"> • Tribal 	
<ul style="list-style-type: none"> • National (citizenship) 	
<ul style="list-style-type: none"> • Ethnic 	
<ul style="list-style-type: none"> • Kin Group 	
<ul style="list-style-type: none"> • Religious 	
<ul style="list-style-type: none"> • Regional 	
<ul style="list-style-type: none"> • Socio-economic 	
<ul style="list-style-type: none"> • Other 	
What is the actor's value system (norms)?	
<ul style="list-style-type: none"> • Meritocracy 	
<ul style="list-style-type: none"> • Guilt 	

ACTOR:

• Honor/shame	
• Other:	

ACTOR:

2 DAPSE Step 2: Assess decision calculus of actor decision maker

2.1 Interests typology for each actor

All entries should be from the perspective of the actor – not that of the US.

Interests	Responses
What are the primary interests or objectives (decision dimensions) as perceived by the relevant decision making unit for the issue or behavior the US wishes to deter?	
Enhance political control, authority, or legitimacy (domestic security)	
<ul style="list-style-type: none"> • Enhance political control, authority, or legitimacy (domestic security) 	
<ul style="list-style-type: none"> • Increase group membership or state population 	
<ul style="list-style-type: none"> • Eliminate/ neutralize internal threats to regime or leadership 	
<ul style="list-style-type: none"> • Seek territory (e.g., as a buffer zone) 	
<ul style="list-style-type: none"> • Tighten internal security and control 	
<ul style="list-style-type: none"> • Create a crisis to divert domestic attention from other issues 	
<ul style="list-style-type: none"> • Co-opt source of perceived internal threat 	
<ul style="list-style-type: none"> • Other: 	
Maintain, strengthen status, political position, or movement	
<ul style="list-style-type: none"> • Maintain, strengthen status 	
<ul style="list-style-type: none"> • Maintain, strengthen political position 	
<ul style="list-style-type: none"> • Maintain, strengthen movement 	
<ul style="list-style-type: none"> • Other: 	
Provide for national or group security from perceived external threat	
<ul style="list-style-type: none"> • Provide defense from or eliminate perceived external threat to constituents 	
<ul style="list-style-type: none"> • Seek territory (e.g., as a buffer zone) 	
<ul style="list-style-type: none"> • Acquire WMD 	
<ul style="list-style-type: none"> • Expand Military /Force capability 	
<ul style="list-style-type: none"> • Eliminate/ neutralize internal threat 	
<ul style="list-style-type: none"> • Secure access to strategic resource flow 	
<ul style="list-style-type: none"> • Other: 	
Acquiring/maintaining resources	
Acquire/maintain wealth	
<ul style="list-style-type: none"> • Acquire wealth 	
<ul style="list-style-type: none"> • Collect Taxes 	
<ul style="list-style-type: none"> • Engage in illegal or illicit/black market activities 	
<ul style="list-style-type: none"> • Other: 	
Acquire human capital / group members	

ACTOR:

Interests	Responses
<ul style="list-style-type: none"> • Increase group membership or supportive population base 	
<ul style="list-style-type: none"> • Other: 	
Growth/ expansion of a national, semi-diverse economy	
<ul style="list-style-type: none"> • Grow economy 	
<ul style="list-style-type: none"> • Expand territory 	
<ul style="list-style-type: none"> • Collect taxes 	
<ul style="list-style-type: none"> • Create or improve access to natural resources 	
<ul style="list-style-type: none"> • Acquire Military /Force capability 	
<ul style="list-style-type: none"> • Other: 	
Prestige	
Enhanced international prestige	
<ul style="list-style-type: none"> • Enhance international prestige 	
<ul style="list-style-type: none"> • Expand presence and stature in international/regional organizations and negotiations 	
<ul style="list-style-type: none"> • Seek claimed territory 	
<ul style="list-style-type: none"> • Intervene in neighboring countries 	
<ul style="list-style-type: none"> • Seek WMD 	
<ul style="list-style-type: none"> • Expand Military /Force capability 	
<ul style="list-style-type: none"> • Increase international political legitimacy 	
<ul style="list-style-type: none"> • Other (constructive or destructive) attempts to engage in international politics 	
<ul style="list-style-type: none"> • Other: 	
Spread of ideology	
<ul style="list-style-type: none"> • Spread of ideology 	
<ul style="list-style-type: none"> • Seek territory (e.g., as a buffer zone) 	
<ul style="list-style-type: none"> • Other: 	
Promote Identity	
Differentiate or enhance national or group identity versus others	
<ul style="list-style-type: none"> • Non-violent attempts (e.g., communications or actions) to secure regional or international recognition of identity group's rights, culture, etc. 	
<ul style="list-style-type: none"> • Other: 	
Dominate another ethnicity or national group	
<ul style="list-style-type: none"> • Dominate another ethnicity or national group 	
<ul style="list-style-type: none"> • Seek territory, resources occupied by other group 	
<ul style="list-style-type: none"> • Occupy territory held/claimed by other group 	
<ul style="list-style-type: none"> • Other: 	
Increase group membership or population supportive of group's identity	

ACTOR:

Interests	Responses
<ul style="list-style-type: none"> • Increase group membership or population supportive of group's identity 	
<ul style="list-style-type: none"> • Proselytize to "eligible" people outside immediate group 	
<ul style="list-style-type: none"> • Other: 	
Personal call to adhere to (often extremist) ideological precepts or religious teaching	
<ul style="list-style-type: none"> • Personal call to adhere (psychic benefits) 	
<ul style="list-style-type: none"> • Other: 	
What interests are most important to the actor?	
What options related to the deterrable behavior does the decision maker perceive as both available and politically, religiously, or ideologically acceptable?	
What preferred actions does the decision maker perceive as available and acceptable to the US?	
What are the most serious threats to each major interest identified? Do group members support the decision maker on this issue?	

ACTOR:

3 DAPSE Step 3: Identify desired deterrence effects on actor decision calculus

3.1 Deterrence Decision Calculus (DDC) matrixes for each actor

3.1.1 Motivations/Interests, Objectives and Actions – Tables 1&2

Analyze Motivations/Interests vs. Objectives vs. Actions:

- Motivations/Interests: that which energizes, directs, and maintains behavior (including decision-making)
- Objectives: concrete goals desired by decision maker. Concrete objectives are more predictive of proximate behavior than more abstract ideals, which are often invoked after-the-fact to justify actions. Can be held at risk or denied.
- Actions: Activities we seek to influence

Insert where appropriate (Motivations/Interests, Objectives or Actions) entry from Guidance – work backwards or forwards as appropriate to complete column and row headings for two tables below (Tables 1 and 2), using as many columns and rows as needed. Note that column headings in Table 1 (Objectives) should be identical to row headings in Table 2. Consider “Do Nothing” as one of the potential actions. Indicate with X which column headings apply to the corresponding row heading.

Note: In tables that follow, red borders are reminder that all information is from the perspective of the actor, not that of the US. Blue borders indicate information is from perspective of US.

Table 1.

Actor's Motivations/ Interests	Actor's Objectives		
	<i>Objective 1</i>	<i>Objective 2</i>	<i>Objective 3</i>
<i>Interest 1</i>			
<i>Interest 2</i>			
<i>Interest 3</i>			

Table 2.

Actor's Objectives	Actor's Actions			
	<i>Action 1</i>	<i>Action 2</i>	<i>Action 3</i>	<i>Action 4</i>
<i>Objective 1</i>				
<i>Objective 2</i>				
<i>Objective 3</i>				

ACTOR:

3.1.2 Capabilities Needed for Actions – Table 3

In Table 3 below, copy column headings in Table 2 (Actions) to be row headings (Column 1) in Table 3. Then enter as column headings the capabilities needed to perform the actions. Consider capabilities identified in Step 1. Use as many columns as needed. Then indicate with X which capabilities apply to each action.

Table 3.

Actor's Actions	Actor's Capabilities			
	<i>Capability 1</i>	<i>Capability 2</i>	<i>Capability 3</i>	<i>Capability 4</i>
<i>Action 1</i>				
<i>Action 2</i>				
<i>Action 3</i>				
<i>Action 4</i>				

ACTOR:

3.1.3 Costs & Benefits that Accrue from Actions (What Actor Wants) – Table 4

Copy Row Headings (Column 1) from Table 3 (Actor's Actions) to Row Headings in Table 4 below.

Next, in column 2 identify elements of Context from step 1 that are relevant to each action.

In column 3 identify benefits to the Actor, as perceived by the Actor, of each action.

In column 4 identify the costs to the Actor, as perceived by the Actor, of each action.

In columns 5 & 6 identify the benefits and costs (respectively) to the Actor, as perceived by the Actor, of not performing each action (the consequences of restraint).

Table 4.

Actor's Actions	Relevant Context	Benefits to Actor	Costs to Actor	Benefits to Actor of Not Acting	Costs to Actor of Not Acting
<i>Action 1</i>					
<i>Action 2</i>					
<i>Action 3</i>					
<i>Action 4</i>					

ACTOR:

3.1.4 Analysis of Actor’s Decision Calculus: Actor’s Perceptions of US Options – Table 5

In Table 5 below copy Actor’s Motivations/Interest from Table 1 to column headings. Copy Actors’ Actions to Column 1 as indicated. In column 2 enter potential US response options as perceived by the actor – consider the full range of DIME options (identify with D, I, M, or E following entry). Note that response options can differ for various actions by actor. Insert or delete rows as needed to capture full range of potential US options.

In column 3 (Interest 1) insert for each Actor Action/US option pair, an estimate of how that pair supports (or is contrary to) interest 1.

In column 4 (# following Interest 1) indicate which row represents the best outcome for the actor (1) and worst outcome (highest number). If row includes two possibilities (for example if actor is deterred or not deterred by US option), then two numbers can be inserted in column 4. If multiple entries are equal, assign the same number (e.g., four rows could be number 1 in which case next best outcome would be 5).

Repeat for remaining interests.

Finally, in last column provide an estimate of overall rank. For example if a row is ranked #1 for each interest it would be #1 overall. If desired, columns can be weighted to consider relative importance of each interest.

Table 5.

Actor’s Actions	US options	Actor’s Motivations/ Interests						Rank
		<i>Interest 1</i>	#	<i>Interest 2</i>	#	<i>Interest 3</i>	#	
<i>Action 1</i>								
<i>Action 2</i>								
<i>Action 3</i>								
<i>Action 4</i>								

ACTOR:

3.1.5 Analysis of Actor’s Decision Calculus: US Perception of US Options –Table 6

Repeat as for Table 5 except in Column 2 insert US response options as perceived by US. Note that some entries may be the same but others may be discarded or inserted from US point-of-view. In columns 3 and following, the estimates of how each Actor Action/US option pair supports (or is contrary to) the interest is still done from actor’s perception.

Table 6.

Actor’s Actions	US options	Actor’s Motivations/ Interests						Rank
		<i>Interest 1</i>	#	<i>Interest 2</i>	#	<i>Interest 3</i>	#	
<i>Action 1</i>								
<i>Action 2</i>								
<i>Action 3</i>								
<i>Action 4</i>								

ACTOR:

3.1.6 Analysis of Refined US Options – Table 7

Based on Analysis in Tables above, identify refined options. For example, if a certain US option (US option X) drives the Actor to a less desired action, a refined option might include announcing that the US would not consider Option X. Complete columns 4 and 5 with estimates of how the refined option would change the Actor's perception if that option and what the potential consequences of that change would be.

Table 7.

Actor's Actions	Refined US Option	Resultant Change in Actor's Perception of Action	Potential Consequences of Change in Actor Perceptions
<i>Action 1</i>			
<i>Action 2</i>			
<i>Action 3</i>			
<i>Action 4</i>			

ACTOR:

Questions regarding refined options:

1. What are other consequences of US option on this actor?

2. What are other consequences of US option on US?

3. What are other consequences of US option on other actors?

4. What is most likely outcome?

5. What is least likely outcome?

6. What is most dangerous outcome?

ACTOR:

3.2 Identify testable influence levers

What influence levers emerge from the analysis above?

Are there other alternatives that should be considered? If so what?

Are there potential lessons to be learned from previous attempts to deter this actor?

These levers and alternatives as well as potential lessons to be learned can be addressed in Step 4 through use of models, subject matter experts, and other sources of information.

Appendix I: DAPSE Offline – Peaches Scenario

In material below – text in blue indicates instructions or notes rather than questions to be answered.
Text in purple provides additional information on scenario considered.

1 DAPSE Step 1: Specify deterrence objective & strategic context

1.1 Guidance typology & actor identification

GUIDANCE	RESPONSE
What is the Commander’s Mission Statement?	Deter peach stealing from backyard
What is the Commander’s Intent?	
• Purpose	
• Method	
• Risk	
• Endstate	
What is the desired deterrence effect?	No peaches stolen
What is the current situation?	Someone has stolen peaches multiple times
Staff Estimate Analysis	
• Assigned Tasks	
• Specified Tasks	
• Implied Tasks	Retain peaches for family use
• Mission Essential Tasks	
• Assumptions	Same individual stealing peaches each time

Who is/are the relevant decision maker(s)? (i.e., who can commit the resources of the focal political entity without reversal) Decision maker may be an individual or group or coalition.

14 year old male who lives next door who has been spotted stealing peaches _____

Consider also as part of the political context individuals who can influence the relevant decision maker. Who are influencers?

Parents, teachers, coach, priest/minister/rabbi, peers _____

Complete characterization below for each decision maker and influencer.

Notes: Unless indicated otherwise, ‘actor’ refers to the entity described in the Commander’s Guidance; ‘individual’ refers to a single person, whether the relevant single decision maker or a person who has been identified as an influencer on the relevant decision maker.

ACTOR: Teenage Neighbor

1.2 Decision making typology for each actor

Decision Unit	Responses
For the issue in the Commander's Guidance, who is the relevant decision maker? (i. e., who can commit the resources of the focal political entity without reversal)	
<ul style="list-style-type: none"> Individual as Primary Relevant Decision Maker 	X
<ul style="list-style-type: none"> Group as Primary Relevant Decision Unit - Who are the dominant members? (e.g., opinion leaders, experts, high status, etc.) 	
<ul style="list-style-type: none"> Coalition - Who are the dominant members within Coalition groups? (e.g., opinion leaders, experts, high status, etc.) 	
<p>Note: Cells highlighted below in yellow should be used to determine the extent to which a relevant decision maker or actor is open or closed to influence, change, ideas, etc.</p>	
<p>If Individual Chosen:</p>	
For each relevant individual identified above (committer of resources, decision maker influencer, etc.), is s/he:	
<ul style="list-style-type: none"> A formal leader (i.e., his/her authority derives from an official position)? 	
<ul style="list-style-type: none"> An informal leader (i.e., his/her authority derives from recognized expertise, constituencies /connections, possession of important information, religious or political stature)? 	X
<ul style="list-style-type: none"> Other 	
Identify the key characteristics of each individual leader or key advisor identified	
<ul style="list-style-type: none"> What is the name of the individual? 	Tommy
<ul style="list-style-type: none"> What is the age of the individual? 	14
<ul style="list-style-type: none"> What relevant experiences of the individual's generation or cohort likely defined or shaped the members of the generation/cohort (especially when individual was 17-25 years old)? 	Exhilaration from minor shoplifting (not caught) Popular music and TV glorify risk taking
<ul style="list-style-type: none"> What is the gender of the individual? 	
<ul style="list-style-type: none"> <input type="radio"/> Male <input type="radio"/> Female 	X
<ul style="list-style-type: none"> To what ethno-religious group does the individual belong? 	American WASP middle-class
<ul style="list-style-type: none"> Is the individual known as a risk taker or cautious (i.e., risk averse) decision maker? 	
<ul style="list-style-type: none"> <input type="radio"/> Risk taker <input type="radio"/> Cautious (risk averse) 	X doesn't expect to be caught

ACTOR: Teenage Neighbor

Decision Unit	Responses
<ul style="list-style-type: none"> Does the individual question authority and/or test the limits of their formal roles or positions? 	
<ul style="list-style-type: none"> o Yes 	X
<ul style="list-style-type: none"> o No 	
<ul style="list-style-type: none"> Is the individual sensitive to contextual information (i.e., social norms, morale, survival, concerns of others, interest in a variety of perspectives)? 	
<ul style="list-style-type: none"> o Yes 	Don't know
<ul style="list-style-type: none"> o No 	
<ul style="list-style-type: none"> What are major experiences that may have shaped and defined the individual (e.g., extensive foreign travel, traumatic personal, family, or friend experiences)? 	Recent arrival in area – family moved a lot Didn't make varsity football team No date for end-of-year dance
<ul style="list-style-type: none"> What is the individual's education level? Where and what did the individual study? Does s/he have knowledge of foreign languages? 	High school student
If Group or Coalition Chosen:	Group questions not needed

Decision Making	Responses
What is the relevant decision maker's dominant decision-making approach? (Refer to typology for definitions and examples)	
<ul style="list-style-type: none"> Rational 	X
<ul style="list-style-type: none"> Heuristic 	
<ul style="list-style-type: none"> Sense-making 	
<ul style="list-style-type: none"> Expert 	
<ul style="list-style-type: none"> Other: 	
<ul style="list-style-type: none"> Don't know 	

Rational – decision maker employs unweighted value maximization in order to make his choice.

Heuristic – decision maker relies on cognitive short-cuts (norms, rules of thumb)

Sense-making – decision maker tries to understand a situation or environment by probing it (actions/decisions) and making adjustments on the basis of response received

Expert – decision maker follows the advice of recognized experts or authority figures

Note that there are implications of decision making mode for deterrence – see typologies.

ACTOR: Teenage Neighbor

1.3 Capabilities typology for each actor

Capabilities	Responses
Describe the actor's nuclear capabilities (including make, buy, steal)?	
<ul style="list-style-type: none"> • Large capability 	
<ul style="list-style-type: none"> • Small capability 	
<ul style="list-style-type: none"> • Could probably acquire 	
<ul style="list-style-type: none"> • No capability 	X
<ul style="list-style-type: none"> • Don't know 	
Are these nuclear capabilities:	
<ul style="list-style-type: none"> • Overt 	
<ul style="list-style-type: none"> • Covert 	
<ul style="list-style-type: none"> • Don't know 	
Describe the actor's biological capabilities (including make, buy, steal)?	
<ul style="list-style-type: none"> • Large capability 	
<ul style="list-style-type: none"> • Small capability 	
<ul style="list-style-type: none"> • Could probably acquire 	
<ul style="list-style-type: none"> • No capability 	X
<ul style="list-style-type: none"> • Don't know 	
Are these biological capabilities	
<ul style="list-style-type: none"> • Overt 	
<ul style="list-style-type: none"> • Covert 	
<ul style="list-style-type: none"> • Don't know 	
Describe the actor's chemical capabilities (including make, buy, steal)?	
<ul style="list-style-type: none"> • Large capability 	
<ul style="list-style-type: none"> • Small capability 	
<ul style="list-style-type: none"> • Could probably acquire 	
<ul style="list-style-type: none"> • No capability 	X
<ul style="list-style-type: none"> • Don't know 	
Are these chemical capabilities	
<ul style="list-style-type: none"> • Overt 	
<ul style="list-style-type: none"> • Covert 	
<ul style="list-style-type: none"> • Don't know 	
What are the actor's conventional military capabilities?	
<ul style="list-style-type: none"> • Heavy mobile strike force 	
<ul style="list-style-type: none"> • Light conventional force 	
<ul style="list-style-type: none"> • Unconventional/guerrilla/terrorist capabilities 	
<ul style="list-style-type: none"> • Force projection capability 	
<ul style="list-style-type: none"> • Other 	Athletic, expeditionary force of one
Which best describe the actor's global presence?	
<ul style="list-style-type: none"> • Has known, identifiable allies 	
<ul style="list-style-type: none"> • Holds position(s) in international organizations 	

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Capabilities	Responses
<ul style="list-style-type: none"> • Is sponsored by state actor(s) 	
<ul style="list-style-type: none"> • Has relationships with non-state groups 	Soccer team, peers, etc.
<ul style="list-style-type: none"> • Other 	
What are the actor's economic capabilities?	
<ul style="list-style-type: none"> • Monetary power (currency reserves) 	
<ul style="list-style-type: none"> • Actor-influenced or owned private business 	
<ul style="list-style-type: none"> • Other aid and funding sources 	Limited allowance
<ul style="list-style-type: none"> • Other 	
What is the actor's span of influence?	
<ul style="list-style-type: none"> • Local 	X
<ul style="list-style-type: none"> • Regional 	
<ul style="list-style-type: none"> • Global 	
<ul style="list-style-type: none"> • Other 	
Does the actor have a cyber presence?	
<ul style="list-style-type: none"> • Yes [describe] 	X text messaging, video games (James Dean avatar)
<ul style="list-style-type: none"> • No 	
What is the actor's ability to adapt?	
<ul style="list-style-type: none"> • Distributed infrastructure network 	
<ul style="list-style-type: none"> • Reserve organizational capacity (e.g., personnel, resources) 	
<ul style="list-style-type: none"> • Reserve/redundant infrastructure 	
<ul style="list-style-type: none"> • Evidence of ability to change rapidly 	X – mood swings
<ul style="list-style-type: none"> • Other: 	
<ul style="list-style-type: none"> • Don't know 	
Describe the actor's communications/PR capabilities?	
<ul style="list-style-type: none"> • Informal 	X
<ul style="list-style-type: none"> • Traditional long-distance communication 	
<ul style="list-style-type: none"> • Phone lines 	X
<ul style="list-style-type: none"> • Cellular communications 	X
<ul style="list-style-type: none"> • Internet 	X
<ul style="list-style-type: none"> • Mass media 	
<ul style="list-style-type: none"> • Marketplaces and community gathering places 	
<ul style="list-style-type: none"> • Word of mouth/runners 	X
<ul style="list-style-type: none"> • Line-of-sight/earshot 	
<ul style="list-style-type: none"> • Other: 	
Describe the actor's territory	
<ul style="list-style-type: none"> • Size of territory controlled 	His own room
<ul style="list-style-type: none"> • Strategic value of territory controlled 	None
<ul style="list-style-type: none"> • Economic value of territory controlled 	Slum
<ul style="list-style-type: none"> • Territorial markers 	Dirty clothes, rock posters, stickers
<ul style="list-style-type: none"> • Other 	

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1.4 Context typology for each actor

Context	Responses
Geographic Factors	
How abundant are key geographic resources (including oil wells, mineral deposits, water wells, pastures, arable land, and key transportation routes)?	
<ul style="list-style-type: none"> • Abundant 	
<ul style="list-style-type: none"> • Sufficient to support constituents/economy 	
<ul style="list-style-type: none"> • Sparse 	
<ul style="list-style-type: none"> • Insufficient to support constituents/economy 	
<ul style="list-style-type: none"> • Nonexistent/Unavailable 	
<ul style="list-style-type: none"> • Don't know 	
What is the strategic value of the physical terrain?	
<ul style="list-style-type: none"> • Military advantage 	
<ul style="list-style-type: none"> • Economic advantage 	
<ul style="list-style-type: none"> • Access to water/water routes, etc. 	
<ul style="list-style-type: none"> • Other: 	
Where is the majority of the population concentrated?	
<ul style="list-style-type: none"> • Rural areas 	
<ul style="list-style-type: none"> • Urban areas 	
<ul style="list-style-type: none"> • Mix of rural and urban areas 	
<ul style="list-style-type: none"> • Other 	
What is the stage of development of the area in which the actor operates?	
<ul style="list-style-type: none"> • Emerging 	
<ul style="list-style-type: none"> • Developing 	
<ul style="list-style-type: none"> • Developed 	
<ul style="list-style-type: none"> • Failing 	
<ul style="list-style-type: none"> • Group operates in several areas: 	
<ul style="list-style-type: none"> ○ Areas of operation are primarily (describe) 	
<ul style="list-style-type: none"> ○ Area of operation varies in stage of development 	
<ul style="list-style-type: none"> • Other: 	
Cultural Factors:	
What is the actor's primary source of identity?	
<ul style="list-style-type: none"> • Tribal 	
<ul style="list-style-type: none"> • National (citizenship) 	
<ul style="list-style-type: none"> • Ethnic 	
<ul style="list-style-type: none"> • Kin Group 	
<ul style="list-style-type: none"> • Religious 	
<ul style="list-style-type: none"> • Regional 	
<ul style="list-style-type: none"> • Socio-economic 	Teenager
<ul style="list-style-type: none"> • Other 	
What is the actor's value system (norms)?	
<ul style="list-style-type: none"> • Meritocracy 	X
<ul style="list-style-type: none"> • Guilt 	

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• Honor/shame	
• Other:	

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2 DAPSE Step 2: Assess decision calculus of actor decision maker

2.1 Interests typology for each actor

All entries should be from the perspective of the actor – not that of the US.

Interests	Responses
What are the primary interests or objectives (decision dimensions) as perceived by the relevant decision making unit for the issue or behavior the US wishes to deter?	
Enhance political control, authority, or legitimacy (domestic security)	
<ul style="list-style-type: none"> Enhance political control, authority, or legitimacy (domestic security) 	
<ul style="list-style-type: none"> Increase group membership or state population 	
<ul style="list-style-type: none"> Eliminate/ neutralize internal threats to regime or leadership 	
<ul style="list-style-type: none"> Seek territory (e.g., as a buffer zone) 	
<ul style="list-style-type: none"> Tighten internal security and control 	
<ul style="list-style-type: none"> Create a crisis to divert domestic attention from other issues 	
<ul style="list-style-type: none"> Co-opt source of perceived internal threat 	
<ul style="list-style-type: none"> Other: 	
Maintain, strengthen status, political position, or movement	
<ul style="list-style-type: none"> Maintain, strengthen status 	
<ul style="list-style-type: none"> Maintain, strengthen political position 	
<ul style="list-style-type: none"> Maintain, strengthen movement 	
<ul style="list-style-type: none"> Other: 	
Provide for national or group security from perceived external threat	
<ul style="list-style-type: none"> Provide defense from or eliminate perceived external threat to constituents 	
<ul style="list-style-type: none"> Seek territory (e.g., as a buffer zone) 	
<ul style="list-style-type: none"> Acquire WMD 	
<ul style="list-style-type: none"> Expand Military /Force capability 	
<ul style="list-style-type: none"> Eliminate/ neutralize internal threat 	
<ul style="list-style-type: none"> Secure access to strategic resource flow 	
<ul style="list-style-type: none"> Other: 	
Acquiring/maintaining resources	
Acquire/maintain wealth	
<ul style="list-style-type: none"> Acquire wealth 	
<ul style="list-style-type: none"> Collect Taxes 	
<ul style="list-style-type: none"> Engage in illegal or illicit/black market activities 	
<ul style="list-style-type: none"> Other: 	
Acquire human capital / group members	

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Interests	Responses
<ul style="list-style-type: none"> • Increase group membership or supportive population base 	
<ul style="list-style-type: none"> • Other: 	
Growth/ expansion of a national, semi-diverse economy	
<ul style="list-style-type: none"> • Grow economy 	
<ul style="list-style-type: none"> • Expand territory 	
<ul style="list-style-type: none"> • Collect taxes 	
<ul style="list-style-type: none"> • Create or improve access to natural resources 	
<ul style="list-style-type: none"> • Acquire Military /Force capability 	
<ul style="list-style-type: none"> • Other: 	
Prestige	
Enhanced international prestige	
<ul style="list-style-type: none"> • Enhance international prestige 	
<ul style="list-style-type: none"> • Expand presence and stature in international/regional organizations and negotiations 	
<ul style="list-style-type: none"> • Seek claimed territory 	
<ul style="list-style-type: none"> • Intervene in neighboring countries 	
<ul style="list-style-type: none"> • Seek WMD 	
<ul style="list-style-type: none"> • Expand Military /Force capability 	
<ul style="list-style-type: none"> • Increase international political legitimacy 	
<ul style="list-style-type: none"> • Other (constructive or destructive) attempts to engage in international politics 	
<ul style="list-style-type: none"> • Other: 	Look cool to peers, demonstrate to self power over adults
Spread of ideology	
<ul style="list-style-type: none"> • Spread of ideology 	
<ul style="list-style-type: none"> • Seek territory (e.g., as a buffer zone) 	
<ul style="list-style-type: none"> • Other: 	
Promote Identity	
Differentiate or enhance national or group identity versus others	
<ul style="list-style-type: none"> • Non-violent attempts (e.g., communications or actions) to secure regional or international recognition of identity group's rights, culture, etc. 	
<ul style="list-style-type: none"> • Other: 	
Dominate another ethnicity or national group	
<ul style="list-style-type: none"> • Dominate another ethnicity or national group 	
<ul style="list-style-type: none"> • Seek territory, resources occupied by other group 	
<ul style="list-style-type: none"> • Occupy territory held/claimed by other group 	
<ul style="list-style-type: none"> • Other: 	
Increase group membership or population supportive of group's identity	

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Interests	Responses
<ul style="list-style-type: none"> • Increase group membership or population supportive of group's identity 	
<ul style="list-style-type: none"> • Proselytize to "eligible" people outside immediate group 	
<ul style="list-style-type: none"> • Other: 	
Personal call to adhere to (often extremist) ideological precepts or religious teaching	
<ul style="list-style-type: none"> • Personal call to adhere (psychic benefits) 	
<ul style="list-style-type: none"> • Other: 	
What interests are most important to the actor?	Girls, rebellion, coolness
What options related to the deterrable behavior does the decision maker perceive as both available and politically, religiously, or ideologically acceptable?	Steal peaches, chop down peach tree
What preferred actions does the decision maker perceive as available and acceptable to the US?	Tell parents, give chase
What are the most serious threats to each major interest identified? Do group members support the decision maker on this issue?	Humiliation/shame, juvenile hall

ACTOR: Teenage Neighbor

3 DAPSE Step 3: Identify desired deterrence effects on actor decision calculus

3.1 Deterrence Decision Calculus (DDC) matrixes for each actor

3.1.1 Motivations/Interests, Objectives and Actions – Tables 1&2

Analyze Motivations/Interests vs. Objectives vs. Actions:

- Motivations/Interests: that which energizes, directs, and maintains behavior (including decision-making)
- Objectives: concrete goals desired by decision maker. Concrete objectives are more predictive of proximate behavior than more abstract ideals, which are often invoked after-the-fact to justify actions. Can be held at risk or denied.
- Actions: Activities we seek to influence

Insert where appropriate (Motivations/Interests, Objectives or Actions) entry from Guidance – work backwards or forwards as appropriate to complete column and row headings for two tables below (Tables 1 and 2), using as many columns and rows as needed. Note that column headings in Table 1 (Objectives) should be identical to row headings in Table 2. Consider “Do Nothing” as one of the potential actions. Indicate with X which column headings apply to the corresponding row heading.

Note: In tables that follow, red borders are reminder that all information is from the perspective of the actor, not that of the US. Blue borders indicate information is from perspective of US.

Table 1.

Actor’s Motivations/ Interests	Actor’s Objectives			
	Rebel against parental authority	Appear cool to peers	High risk activities	Get peaches
Rebellion	X		X	
Coolness		X	X	
Adventure/Fun			X	
Reduce Hunger				X

Table 2.

Actor’s Objectives	Actor’s Actions		
	Steal peaches	Cut down peach tree	Do nothing about peaches
Rebel against parental authority	X	X	
Appear cool to peers	X	X	
High risk activities	X	X	
Get peaches	X	X now but not future	

From Guidance

ACTOR: Teenage Neighbor

3.1.2 Capabilities Needed for Actions – Table 3

In Table 3 below, copy column headings in Table 2 (Actions) to be row headings (Column 1) in Table 3. Then enter as column headings the capabilities needed to perform the actions. Consider capabilities identified in Step 1. Use as many columns as needed. Then indicate with X which capabilities apply to each action.

Table 3.

Actor's Actions	Actor's Capabilities	
	Climb trees	Own and can use hatchet
Steal peaches	X	
Cut down peach tree		X
Do nothing about peaches		

ACTOR: Teenage Neighbor

3.1.3 Costs & Benefits that Accrue from Actions (What Actor Wants) – Table 4

Copy Row Headings (Column 1) from Table 3 (Actor’s Actions) to Row Headings in Table 4 below.

Next, in column 2 identify elements of Context from step 1 that are relevant to each action.

In column 3 identify benefits to the Actor, as perceived by the Actor, of each action.

In column 4 identify the costs to the Actor, as perceived by the Actor, of each action.

In columns 5 & 6 identify the benefits and costs (respectively) to the Actor, as perceived by the Actor, of not performing each action (the consequences of restraint).

Table 4.

Actor’s Actions	Relevant Context	Benefits to Actor	Costs to Actor	Benefits to Actor of Not Acting	Costs to Actor of Not Acting
Steal peaches	Next door; Teen male	Gets peaches; brags to friends; looks cool; rebels; has adventure	Parents punish	Not punished	Bored; No peaches; Not cool
Cut down peach tree	Next door; Teen male	Current peaches; Brag to friends; Looks cool; really rebels; has more adventure	No future peaches; parents really punish	Not punished; future peaches	Bored; No peaches; Not cool
Do nothing about peaches	Next door; Teen male		No peaches; bored; Not cool; Not rebel	NA	NA

ACTOR: Teenage Neighbor

3.1.4 Analysis of Actor’s Decision Calculus: Actor’s Perceptions of US Options – Table 5

In Table 5 below copy Actor’s Motivations/Interest from Table 1 to column headings. Copy Actors’ Actions to Column 1 as indicated. In column 2 enter potential US response options as perceived by the actor – consider the full range of DIME options (identify with D, I, M, or E following entry). Note that response options can differ for various actions by actor. Insert or delete rows as needed to capture full range of potential US options.

In column 3 (Interest 1) insert for each Actor Action/US option pair, an estimate of how that pair supports (or is contrary to) interest 1.

In column 4 (# following Interest 1) indicate which row represents the best outcome for the actor (1) and worst outcome (highest number). If row includes two possibilities (for example if actor is deterred or not deterred by US option), then two numbers can be inserted in column 4. If multiple entries are equal, assign the same number (e.g., four rows could be number 1 in which case next best outcome would be 5).

Repeat for remaining interests.

Finally, in last column provide an estimate of overall rank. For example if a row is ranked #1 for each interest it would be #1 overall. If desired, columns can be weighted to consider relative importance of each interest.

Table 5.

Actor’s Actions	US options	Actor’s Motivations/Interests								Rank
		Rebellion	#	Coolness	#	Adventure/Fun	#	Reduce Hunger	#	
Steal peaches	Tell parents (D)	Feeds rebellion but don’t fear punishment	4	Can brag to friends about peaches and enduring punishment	4	Stealing is exciting	4	Peaches satisfy	1	4
	Give chase (M)	Feeds rebellion, and no chance of being caught	3	Can brag to friends about peaches and outrunning me	3	Stealing is exciting, so is chase	2	Peaches satisfy	1	2
Cut down peach tree	Tell parents (D)	Really feeds rebellion, tolerable punishment	2	Can brag to friends about peaches and tough punishment even more	2	Cutting tree is really exciting but punishment may inhibit	3	Peaches satisfy now but no future	3	3
	Give chase (M)	Really feeds rebellion, but no chance of being caught	1	Can brag to friends even more about peaches and outrunning me	1	Cutting tree is really exciting, so is chase	1	Peaches satisfy now but no future	3	1
Do nothing about peaches	Do nothing	No rebellion points	5	No cool points	5	Bored	5	Hungry	5	5

Cutting down tree likely, stealing peaches is less attractive but still interesting

ACTOR: Teenage Neighbor

3.1.5 Analysis of Actor’s Decision Calculus: US Perceptions of US Options – Table 6

Repeat as for Table 5 except in Column 2 insert US response options as perceived by US. Note that some entries may be the same but others may be discarded or inserted from US point-of-view. In columns 3 and following, the estimates of how each Actor Action/US option pair supports (or is contrary to) the interest is still done from actor’s perception.

Table 6.

Actor’s Actions	US options	Actor’s Motivations/Interests								Rank
		Rebellion	#	Coolness	#	Adventure/Fun	#	Reduce Hunger	#	
Steal peaches	Tell parents (D)	Feeds rebellion but don’t fear punishment	2	Can brag to friends about peaches and enduring punishment	2	Stealing is exciting	2	Peaches satisfy	1	2
	Smear campaign by daughter (I)	Humiliation	5	Labeled dork	5	Shunned by hot girls	5	Peaches satisfy	1	4
Cut down peach tree	Tell parents (D)	Really feeds rebellion, tolerable punishment	1	Can brag to friends about peaches and tough punishment even more	1	Cutting tree is really exciting but punishment may inhibit	1	Peaches satisfy now but no future	3	1
	Smear campaign by daughter (I)	Humiliation	5	Labeled dork	5	Shunned by hot girls	5	Peaches satisfy now but no future	3	5
Do nothing about peaches	Do nothing	No rebellion points	3	No cool points	3	Bored	3	Hungry	5	3

Best and worst outcome for same action (cut trees) – therefore announce telling parents not an option but smear campaign by daughter will occur

Lever to be evaluated:

- 1) Smear campaign (peer pressure) more effective lever than threat of parental punishment.

ACTOR: Teenage Neighbor

3.1.6 Analysis of Refined US Options – Table 7

Based on Analysis in Tables above, identify refined options. For example, if a certain US option (US option X) drives the Actor to a less desired action, a refined option might include announcing that the US would not consider Option X. Complete columns 4 and 5 with estimates of how the refined option would change the Actor's perception if that option and what the potential consequences of that change would be.

Table 7.

Actor's Actions	Refined US Option	Resultant Change in Actor's Perception of Action	Potential Consequences of Change in Actor Perceptions
Steal peaches	Announce won't tell parents but will start smear campaign (I)	Bad choice	Doesn't steal
Cut down peach tree	Announce won't tell parents but will start smear campaign (I)	Really bad choice	Doesn't cut tree
Do nothing about peaches	Do nothing	Best choice	Restrains

ACTOR: Teenage Neighbor

Questions regarding refined options:

1. What are other consequences of US option on this actor?

Possibly get cool points for bad boy image

2. What are other consequences of US option on US?

Daughter labeled as tool of parents

3. What are other consequences of US option on other actors?

Actor coerces little brother to steal peaches

4. What is most likely outcome?

Deterrence

5. What is least likely outcome?

Actor steals peaches

6. What is most dangerous outcome?

Actor cuts down peach tree

ACTOR: Teenage Neighbor

3.2 Identify testable influence levers

What influence levers emerge from the analysis above?

Peer pressure

Are there other alternatives that should be considered? If so what?

Work with community to make thefts less attractive option among youth

Are there potential lessons to be learned from previous attempts to deter this actor?

Minor punishment just adds to rebellion, doesn't deter

These levers and alternatives as well as potential lessons to be learned can be addressed in Step 4 through use of models, subject matter experts, and other sources of information.