

Victoria University of Wellington



MASTER OF STRATEGIC STUDIES PROGRAMME

STRA 523

INTELLIGENCE ANALYSIS AND INTERPRETATION

(Second Trimester Course – 15 points)

2005 COURSE OUTLINE

Co-ordinator:

Associate Professor Jim Veitch

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Lecturer:

Jim Nockels

Jim has over thirty years experience working in Intelligence and Defence policy positions in Australia. He has served as an intelligence officer in DSD, JIO and the National Assessments Staff, where he was also Secretary of the National Intelligence Committee. Jim has also been an intelligence user working as a senior Defence manager in a range of positions managing strategic and international policy issues, including three years in Washington as Counsellor, Defence Policy at the Australian Embassy. He also served in London, where he attended the Royal College of Defence Studies. Jim is an experienced intelligence manager, having worked on a variety of issues, most recently Olympics security planning, responses to September 11 and the Bali bombing, and critical infrastructure security. He recently retired from the Australian Public Service and now acts as a consultant on a wide range of security related issues.

Administrator:

Darren Morgan

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Course Dates, Times and Locations

This is an intensive course. It runs from Tuesday 25 to Friday 28 October 2005 (inclusive).

Classes will start at 8.30am and finish at 4.00pm each day.

Location: RLWY 501, level 5, Railway Station, Pipitea Campus.

Course Objectives

Intelligence Analysis and Interpretation explores the concept of intelligence analysis and the process of transforming information into intelligence. The role and qualities of intelligence analysts and their relationship with policy makers will also be considered as well as review of analytical tools and techniques. An opportunity will also be provided to develop some of the skills necessary to conduct basic analytical and investigative activities, and to practice them through practical exercises.

It will cover:

- What is intelligence? – A short review
- The Intelligence Cycle and the Role of the Analyst;
- The Analyst and the Policy Maker;
- Analysis and the Analyst;
- Problem Solving;
- The Mind of the Analyst;
- Failures in Intelligence Analysis;
- Indicators and Warning;
- Analytical Methodologies; and
- Applying Analysis

Readings

There are a limited number of specific texts on the subject of intelligence analysis and, while general external reading is encouraged, the substance of the course will be delivered through lectures and practical exercises.

General Reading

Heuer, R.J. Jr. *Psychology of Intelligence Analysis*, CIA Centre for the Study of Intelligence, CIA 1999

Mathams, R.H. *Sub Rosa: Memoirs of an Australian Intelligence Analyst*, Allyn and Unwin, London, 1982

Marrin, Stephen, *Homeland Security and the Analysis of Foreign Intelligence*, Markle Foundation Taskforce on National Security in the Information Age, Washington, July 2002
www.markletaskforce.org/documents/marrin_071502.pdf

Kerbel, Josh, *Thinking Straight: Cognitive Bias in the US Debate About China*, Studies in Intelligence, Vol. 48, No 3, 2004
www.cia.gov/csi/studies/vol48no3/article03.html

Course Content

The course will be conducted between Tuesday 25 and Friday 28 October 2005 in 12 sessions of two hours duration.

The program will begin by reviewing intelligence methods and tasking before exploring the roles and attributes of the analyst. It will go on to explore how the analytical process supports policymakers and the transformation of information into intelligence. Problem solving techniques will be discussed and exercised, and the importance of memory, perception and thinking reviewed. Intelligence failures will also be discussed as an introduction to a detailed review of analytical methodologies. These methodologies will be examined in detail and participants given an opportunity to exercise them in class.

The Program will be a balance of lectures and practical exercises to demonstrate thinking processes and analytical techniques.

Each of the 12 sessions will be two-hour components, consisting of lecture, discussion periods and exercises.

1. Intelligence, the Intelligence Cycle and the Analyst – A short review.

Objective

This short session will acquaint, or re-acquaint, participants with the concept of intelligence and its elements. It will review the differing types of intelligence, their significance in the analytical process and the role of the analyst.

Scope

Main issues covered will be:

- The Intelligence Cycle and the Analyst;
- Reviewing Intelligence Sources;
- Understanding Strategic and Tactical Intelligence;
- The Analyst's Role in Formulating the Intelligence Question;

- The Analyst's Role in Managing the Collection Process;
- Guest lecture on the Role and Management of Intelligence in New Zealand.

2. The Analyst and Policy

Objective

To explore the key role intelligence plays in the policy process and the analyst's place in interpreting and responding to the needs of the intelligence consumer. Included will be the analyst's challenge, "asking the right question".

Scope

The main issues covered will be:

- Competing for the Consumer's Time;
- The Policy Process: Where Does Intelligence Fit? – Guest Lecturer;
- Signals, Noise and Reducing Uncertainty;
- Expectations of the Analyst;
- Analytical Principles;
- Qualities of an Analyst;
- Guest lecture on the role of intelligence in informing the policy process in New Zealand.

3. – 4. The Analyst's Mind

Objective

This unit will review the mind process as it relates to analysis. It will explore the role of memory, perception and the cognitive process in analysis.

Scope

The main issues covered will be:

- Perception and Memory;
- How We Perceive Issues and Make Judgements;
- Using Thinking to Achieve a Cognitive Breakthrough.

5. – 6. Problem Solving

Objective

To explore the challenges the analyst faces in undertaking an analytical task. It will discuss mindsets, ambiguities and bias, and provide tools for countering them.

Scope

The main topics covered will be:

- Bias, Assumptions and Mindsets;
- Thinking Backwards;
- Role Playing;
- Devil’s Advocacy;
- Brainstorming;
- Problem Structuring;
- SWOT Analysis.

Classroom exercises will be used to demonstrate these techniques.

7. Intelligence Analysis and Intelligence Failures

Objectives

This unit will discuss the concept of failure in intelligence analysis and explore the causes. Its objective is to provide a foundation for a detailed examination of analytical techniques.

Scope

The main issues to be covered will be:

- A Review of Failures in Intelligence Analysis;
- The Concept of an Analytical “Failure”;
- Causes of Failure:
 - Systemic Weakness;
 - Information Overload;

- Lack of Information;
 - Mirroring and Templating;
 - Deception;
 - Bias and Misinterpretation.
- Guest Lecture on Working as an Intelligence Analyst.

8. – 9. Indicators and Warning

Objectives

This unit will provide a basic understanding of how to use intelligence indicators and warning signs as analytical tools. It will illustrate, by example, the gravity of not recognising or incorrectly interpreting indicators.

Scope

The main issues covered will include:

- Missing the Indicators and Intelligence Failures;
- The Psychology of Indicators;
- Indicators as Analytical Tools;
- Warning and Its Interpretation;
- Developing Intelligence Indicators.

A classroom exercise will be used to explore indicators and warning.

10. – 12. Applying Analysis

Objective

This unit will review the range of intelligence analytical products and provide an opportunity to discuss and use them. The issue of tactical and strategic threat assessment will also be discussed as an indication of the practical application of intelligence analysis to the policy process.

Scope

The main techniques explored will be:

- Premise;
- Inference;
- Brain Storming;
- Mind Mapping;
- Delphi Analysis;
- Link Analysis;
- SWOT Analysis;
- Multi Disciplinary Analysis;
- Computer Assisted Analysis;
- Creating An Intelligence Product:
 - Strategic and Tactical Threat Assessments;
 - How Intelligence Can Help the Policy Maker.

A range of classroom exercises will be used to demonstrate and test participants understanding of these approaches.

Time	Tuesday 25 October	Wednesday 26 October	Thursday 27 October	Friday 28 October
0830 – 1030	Session 1: Intelligence, the Intelligence Cycle and the Analyst	Session 4: The Analyst’s Mind	Session 7: Intelligence Analysis and Intelligence Failures	Session 10: Applying Analysis
1030 – 1100	Morning Tea			
1100 – 1300	Session 2: The Analyst and Policy	Session 5: Problem Solving	Session 8: Indicators and Warning	Session 11: Applying Analysis
1300 – 1400	Lunch (not provided)			
1400 – 1600	Session 3: The Analyst’s Mind	Session 6: Problem Solving	Session 9: Indicators and Warning	Session 12: Applying Analysis

Assessment

The course will be assessed as follows:

1. Classroom exercises, which will be distributed, completed and collected during class time (20%);
2. Analytical exercise to prepare an intelligence brief (2,500 to 3,000 words), due at the end of the course on **Friday 28 October 2005** (30%). A hard copy must be handed in to Jim Nockels at the end of the course. There will be no extensions;
3. A set assignment to review and critique an analytical problem (3,000 to 4,000 words), due on **Friday 18 November 2005** (50%). This should be emailed to Jim Nockels (nockels@netspeed.com.au) as an attachment by the due date and copied to Francine McGee (francine.mcgee@vuw.ac.nz). There will be no extensions. In addition, a hard copy must be posted or handed in to:

Francine McGee,
School of Government,
Victoria University of Wellington,
Level 8 Reception,
Rutherford House,
23 Lambton Quay,
P.O. Box 600,
Wellington.

Students should keep a copy of all submitted work.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA 005) and offices 125a to 131 (Level 1). The office, will be open from 9:00am to 5:00pm during Trimester 2, offers the following:

- Duty tutors for student contact and advice.
- Information concerning administrative and academic matters.
- FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA 005 from Monday 27 June to Friday 1 July (9:00am to 5:00pm) and from Monday 4 July to Friday 22 July (11:00am to 1:00pm).

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at www.vuw.ac.nz/policy/StudentConduct. The policy on Staff Conduct can be found on the VUW website at www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website at www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means **no cheating**. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is **prohibited** at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- An oral or written warning
- Suspension from class or university
- Cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, telephone 463-6070 or email disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, telephone (04) 463 - 6983 or (04) 463 – 6984 or email education@vuwsa.org.nz.

Maori and Pacific Mentoring programme (Manaaki Pihipihinga)

This is a free programme of mentoring for Maori and Pacific students doing first year courses within the Faculty of Commerce and Administration. Weekly one hour mentoring sessions: drafting and editing assignments/discussing any questions that you might have from tutorials or lectures and going over every aspect of essay writing, either in small group sessions or on a one-to-one basis.

This includes:

- A computer suite hooked up to cyber commons for students to use to produce their assignments.
- Regular skill-based workshops with a learning adviser from Student Learning Support Services.
- Networking with other Maori and Pacific support groups throughout the university.

For more information please contact:

Melissa Dunlop, Programme Coordinator

Telephone (04) 463 - 6015 or email Maori-Pacific-Mentoring@vuw.ac.nz