

School of Government

PADM 510

APPROVED PERSONAL COURSE OF STUDY
(24 Points)

For
TERRY BUFFERY and PAUL SMITH

Trimester Two 2007

COURSE OUTLINE

ANZSOG candidates taking an MPM/MPP/MSS course as an elective should note that they take it for 24 points, not 15 points. Accordingly, the learning outcomes to be achieved by ANZSOG candidates are wider and deeper than those expected for non-ANZSOG candidates. The content of those learning outcomes and the means whereby they will be assessed will be negotiated and confirmed with the course coordinator at the start of the course.

School of Government

STRA 523
INTELLIGENCE ANALYSIS AND INTERPRETATION
(15 Points)

Trimester Two 2007

COURSE OUTLINE

Contact Details

Course Coordinator: **Associate Professor Jim Veitch**
Room RH 1209, Level 12, Rutherford House, Pipitea Campus
Telephone: (04) 463 5394
Fax: (04) 463 5454
Email: jim.veitch@vuw.ac.nz

Other Lecturers: **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 including Olympics security planning, responses to September 11, 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**
Room RH 802, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5458
Fax: (04) 463 5454
Email: darren.morgan@vuw.ac.nz

Course Dates, Times and Locations

Dates: Tuesday 28 to Friday 31 August 2007 (inclusive)
Times: 8.30am to 4.00pm each day
Location: The course will be held on the Pipitea Campus of Victoria University and you will be advised of your classroom location one week prior to the course by email.

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 skills, 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 test them through practical exercises.

It will cover:

- What is intelligence? – A short review
- The Intelligence Process and the Role of the Analyst;
- The Analyst and the Policy Maker;
- Analysis and the Analyst;
- The Mind of the Analyst
- Problem Solving;
- 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.

There is not a pre-course reader of student notes.

Essential Reading

Heuer, R.J. Jr., *Psychology of Intelligence Analysis*, CIA Centre for the Study of Intelligence, CIA 1999. Accessed at <https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/index.html>

General Reading

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.

Accessed at 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

Course Content

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 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, guest speakers and practical exercises to demonstrate thinking processes and analytical techniques.

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.

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.

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 for analytical problems.

5-6 Problem Solving

Objective

To explore the challenges the analyst faces in undertaking an analytical task. It will discuss mindsets, ambiguities, 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.

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;
- 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 28 August 2007	Wednesday 29 August 2007	Thursday 30 August 2007	Friday 31 August 2007
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

Learning Commitment

The learning objectives set for each course are demanding and, to achieve them, candidates must make a significant commitment in time and effort to reading, studying, thinking, and completion of assessment items outside of contact time. Courses vary in design but all require preparation and learning before the first day of contact. Intensive courses usually also require further study after the contact period. Expressed in input terms, the time commitment required usually translates to 65-95 hours (excluding class contact time) per course.

Assessment Requirements

The course will be assessed as follows:

1. Classroom exercises, which will be distributed, completed and collected during class time (20%). Participation applies to all class activities, including group work, and will be assessed in conjunction with the marking of set classroom exercises by the course lecturer.
2. An analytical exercise to prepare an intelligence brief (1,500 to 2,000 words), due at the end of the course, on **Friday 31 August 2007** (30%). It will be assigned during the course and will be submitted IN HARD COPY to the course lecturer at the close of the course.

3. A set assignment to review and critique an analytical problem (3,500 to 4,000 words), due on **Friday 14 September 2007** (50%). It is to be completed based on issues arising from the lectures/course reading and will be assessed by the course lecturer. Please submit IN HARD COPY 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.

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Penalties

The ability to plan for and meet deadlines is a core competency of both advanced study and public management. Failure to meet deadlines disrupts course planning and is unfair on students who do submit their work on time. It is expected therefore that you will complete and hand in assignments by the due date. Marks may be deducted where assignments are submitted after the due date. For out of town students, two calendar days' grace is given to allow for time in the post.

If ill-health, family bereavement or other personal emergencies prevent you from meeting the deadline for submitting a piece of written work or from attending class to make a presentation, you can apply for and may be granted an extension to the due date. Note that this applies only to extreme unforeseen circumstances and is not necessarily awarded. You should let your Course Coordinator know as soon as possible in advance of the deadline if you are seeking an extension.

Mandatory Course Requirements

To fulfil the mandatory course requirements for this course, you are required to:

1. Submit all assignments by the due date;
2. Attend all contact sessions of the course.

Communication of Additional Information

Additional information may be provided in class, by post, by email or via Blackboard.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services 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. To check for opening hours, call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education 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 is available for the following:

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

To check for opening hours, call the Student and Academic Services Office on (04) 463 5376.

Notice of Turnitin Use

Student work provided for assessment in this course **may be** checked for academic integrity by the electronic search engine www.turnitin.com. Turnitin is an online plagiarism prevention tool which identifies material that may have been copied from other sources including the Internet, books, journals, periodicals or the work of other students. Turnitin is used to assist academic staff in detecting misreferencing, misquotation, and the inclusion of unattributed material, which may be forms of cheating or plagiarism. **At the discretion of the School, handwritten work may be copy typed by the School and subject to checking by Turnitin.** You are strongly advised to check with your tutor or the course coordinator if you are uncertain about how to use and cite material from other sources. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

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. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other students or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- cancellation of your mark for an assessment or a fail grade for the course
- suspension from the course or the University.

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

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied. See the Victoria University Calendar available in hardcopy or under "About Victoria" on the VUW homepage at www.vuw.ac.nz/home/about_victoria/calendar_intro.html

Information on the following topics is available electronically at www.vuw.ac.nz/home/studying/downloads/course_outlines_general_information.pdf

- Academic Grievances
- Student and Staff Conduct
- Meeting the Needs of Students with Impairments
- Student Support

Manaaki Pihipihinga Programme

Manaaki Pihipihinga is an academic mentoring programme for undergraduate Māori and Pacific students in the Faculties of Commerce and Administration, and Humanities and Social Sciences. Sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade (back courtyard), Room 109D, and Room 210, Level 2, Railway West Wing. There is also a Pacific Support Coordinator who assists Pacific students by linking them to the services and support they need while studying at

Victoria. Another feature of the programme is a support network for Postgraduate students with links to Postgraduate workshops and activities around Campus.

For further information, or to register with the programme, email manaaki-pihipihinga-programme@vuw.ac.nz or phone (04) 463 5233 ext. 8977. To contact the Pacific Support Coordinator, email pacific-support-coord@vuw.ac.nz or phone (04) 463 5842.