

School of Government

STRA 523

INTELLIGENCE ANALYSIS AND INTERPRETATION
(15 Points)

Trimester 2 / 2009

COURSE OUTLINE

Names and Contact Details

Course Coordinator: Associate Professor **Jim Veitch**
Telephone: (04) 463 5394
Email: jim.veitch@vuw.ac.nz

Lecturer: **Jim Nockels**
Visiting Fellow, Wollongong University

Jim has over thirty years experience working in Intelligence and Defence policy positions in Australia. His early career includes service as an intelligence officer in DSD, JIO and the National Assessments Staff, where he was also Secretary of the National Intelligence Committee. He is an experienced intelligence manager, having over sighted a variety of issues, including Olympics security planning, responses to September 11 and the Bali bombing, and critical infrastructure security.

Jim has also been an intelligence user working as a senior Defence officer in a range of positions managing strategic and international policy issues, as well as three years in Washington as Counsellor Defence Policy at the Australian Embassy. He also served in Port Moresby and London, and is a graduate of the Royal College of Defence Studies.

Since his retirement from the Australian Public Service, he has acted as an advisor to Government and Business on a wide range of intelligence and security related issues. He lectures on Intelligence and Security at Australian Universities, is a visiting fellow at the University of Wollongong and a member of the Board of Future Directions International.

Administrator: **Darren Morgan**
Room RH 821, Level 8, Rutherford House, Pipitea Campus
Telephone: (04) 463 5458
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Email: darren.morgan@vuw.ac.nz

Office Hours: 8.30am to 5.00pm, Monday to Friday

Trimester Dates

Trimester Dates: Monday 13 July to Saturday 14 November 2009

Teaching Period: Monday 10 August to Saturday 15 August 2009

Class Times and Room Numbers

Dates: Tuesday 11 to Friday 14 August 2009 (inclusive)

Times: 8.30am to 4.00pm each day

Locations: Classes will be held on the Pipitea Campus of Victoria University in Wellington and you will be advised of your classroom one week prior to the course by email.

Withdrawal Dates

Students giving notice of withdrawal from this course after **Wednesday 12 August 2009** will NOT receive a refund of fees.

Students giving notice of withdrawal from this course after **Tuesday 13 October 2009** are regarded as having failed the course, unless the Associate Dean subsequently gives approval to withdraw.

Notice of withdrawal must be in writing / emailed to the Masters Administrator. Ceasing to attend or verbally advising a member of staff will NOT be accepted as a notice of withdrawal.

Course Content

The course 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. Analytical techniques will be discussed and exercised, and the importance of memory, perception and thinking reviewed. Intelligence failures will also be explored 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, analytical techniques and the role of the intelligence analyst. It consists of the following components:

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 in formulating the analytical task.

Scope

Main issues covered will be:

- The Intelligence process and the Analyst;
- Reviewing Intelligence Sources;
- Understanding Strategic, Tactical and Business 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?
- Signals, Noise and Reducing Uncertainty in the Analytical Process;
- Expectations of the Analyst;
- Analytical Principals;
- Qualities of an Analyst;

3. The Analyst's Mind

Objective

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

4. 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.

5. 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.

6. 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.

7. Applying Analysis

Objective

This unit will review the range of intelligence analytical products and provide an opportunity to discuss and use them through online access to *i2* and *Palantir* analytical tools. 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 ; *i2* and *Palantir* system demonstrations;
- 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.

Course Learning Objectives

The objectives set for the course are twofold:

- To enhance participants' interpretive and analytical skills and encourage them to better understand the analytic profession; and
- To enable them to become more aware of issues around the meaning, value, nature and proper use of the analytic product, and more confident in their own discussions of these topics.

Assessments are therefore structured on a problem-centred approach with classroom exercises about subjects that have immediate relevance to analysis and a specific exercise to demonstrate analytical processes. A final essay is set to allow participants to apply the result of their learning to a specific and relevant analytical problem.

Course Delivery

This course is delivered in an intensive format, which includes a minimum of 24 hours contact. The 24 hours are delivered over four consecutive days. Attendance is required on all four days.

Expected Workload

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.

Group Work

Regular group work is expected during contact time. All candidates will be expected to fully commit to these activities and will be assessed on their involvement and the quality of their contribution. Marking is explained in the Assessment Requirements section below.

Readings

Required Texts

Heuer, R.J. Jr., *Psychology of Intelligence Analysis*, CIA Centre for the Study of Intelligence, CIA 1999. Available free on download from:

<https://www.cia.gov/library/center-for-the-study-of-intelligence/csi-publications/books-and-monographs/psychology-of-intelligence-analysis/PsychofIntelNew.pdf>

Clark, Robert M., *Intelligence analysis: a Target-Centric Approach*, Second Edition, CQ Press, Washington, 2007 ISBN – 13; 978-1-933116-93-8. To be purchased.

General Background 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. 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.au.af.mil/au/awc/awcgate/cia/think_cog_bias.htm

Blackboard

To access Blackboard:

1. Go to the Victoria University website (www.victoria.ac.nz) and select “myVictoria” (in the blue box on the right hand side of the page) to go to the myVictoria student web portal.
2. Log in to MyVictoria using your SCS Username (on your Confirmation of Study) and your password (if you’ve never used the Victoria University computer facilities before, your initial password is your student ID number, on your Confirmation of Study, Fees Assessment or student ID card - you may be asked to change your password when you log in for the first time).
3. Select “Blackboard” from the icons at the top of the page.
4. Once you have entered Blackboard, the My Courses box shows the courses that you have access to (only courses using Blackboard will show). Select “09.2.STRA523: ST: Intel Analysis & Interpret” to go to the course-specific site.

Materials and Equipment

No special requirements, although participants would benefit from an ability to produce printed versions of assignments during the course.

Assessment Requirements

1. Participation applies to all class activities including group work, and will be assessed in conjunction with a set of **classroom exercises** - 20%.
2. An **analytical exercise** (2,000 - 2,500 words) will be assigned at the commencement of the course to be submitted in hard copy at its close, **Friday 14 August 2009** - 30%.
3. A **set essay** (3,500 - 4,000 words) will be assigned during the course and is to be submitted in hard copy by **Monday 7 September 2009** - 50%.

Assignments 1 and 2 should be submitted in hard copy directly to the lecturer.

Assignment 3 should be submitted in hard copy to:

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

Assignments that are submitted in person should be placed in the secure box at School of Government reception (Level 8, Rutherford House, Pipitea Campus) during office hours of 8.30am to 5.00pm, Monday to Friday. The assignment box is cleared daily, and assignments will be date stamped.

Students should keep a copy of all submitted work.

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Mandatory Course Requirements

Submit or participate in all pieces of assessment required for this course.

Class Attendance

The School expects you to attend all four days of the course. If, before enrolment for a course, you are aware that you will not be able to attend part of the course, you must notify the Director of Master's Programmes when you enrol explaining why you will not be able to attend. The Director of Master's Programmes will consult with the relevant course coordinator. In such circumstances, you may be declined entry into a course.

If you become aware after a course starts that you will be unable to attend part of the course, you must advise the course coordinator immediately, explaining why you will be unable to attend. The course coordinator may excuse you from attendance and may also require you to complete compensatory work relating to the course content covered during your absence.

Deadlines and Failure to Meet Due Dates

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 will be deducted at the rate of five per cent for every day by which the assignment is late and no assignments will be accepted after five working days beyond the date they are due. For example, if you get 65% for an assignment, but you handed it in on Monday when it was due the previous Friday, you will get a mark of 50%.

If ill-health, family bereavement or other personal circumstances beyond your control 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. You should let your course coordinator know as soon as possible in advance of the deadline (if circumstances permit) if you are seeking an extension. Where an extension is sought,

evidence, by way of a medical certificate or similar, may be required by the course coordinator.

Communication of Additional Information

Additional information or changes will be conveyed to all class members by email or provided in class.

Other Information

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy/academic.aspx>

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/Contactus.aspx>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/