
“Analytic Tools and Techniques for Intelligence Analysts”

Workshop

Madrid, 18th to 20st October 2011



Faculty of Law
and Social Sciences.
Rey Juan Carlos University

Organizers



Program

Analytic Tools and Techniques for Intelligence Analysts Workshop

Description and goal

This three day workshop is framed under Master in Intelligence Analyst (Second Edition), organized by the Chair Intelligence Services and Democratic Systems (Rey Juan Carlos University, Madrid, Spain) and Institute of Intelligence for Security and Defense “Juan Velázquez de Velasco” (Carlos III University of Madrid, Spain).

This workshop is an adaptation of the Professional Analytic Tools and Writing Workshop run by Pherson Associates, LLC, in the United States, and aimed both at professional analysts from private and government organizations, and intelligence educators interested in instructional analytic and writing techniques for intelligence. The workshop seeks to improve the quality and impact of intelligence analysis and written intelligence products.

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Length (3 days)

From 18th to 20th October 2011



Overview

This workshop introduces analysts to the principles of critical thinking, structured analytic tools and techniques, and basic concepts in professional analytic writing. In numerous hands-on exercises, students practice specific skills to help them overcome mindsets, organize information, establish different ways of thinking, develop clear lines of argument, and effectively communicate these points.

Concepts introduced in this workshop are:

- What is analysis?
- Why are we so quick to fall into mindsets and why are they so hard to overcome?
- What is critical thinking and how best can I practice it?

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- What are the principles of effective analytic writing?
- What is the value of structured analytic techniques?
- How can we make these tools and techniques part of our regular analytical routine?

Location

Faculty of Law and Social Sciences. Rey Juan Carlos University, Madrid (Spain).

Language

English is the workshop official language

Agenda

<u>Day 1</u>	
9:00 am	<p>Goals, Objectives, and Introductions</p> <p><i>The instructor reviews the purpose of the workshop, explains the skills and knowledge the students are expected to gain, and provides a general overview of the course. Instructors and students introduce themselves.</i></p>
9:15 am	<p>Introduction to Analysis</p>

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	<i>The instructor leads a discussion on the definition of analysis and what kinds of tools and techniques assist the process. Different models of professional analysis in the private and public sectors are compared.</i>
9:45 am	<p>Analytic Traps and Mindsets</p> <p><i>Students are introduced to the issue of mindsets, why people have them, and the enormous difficulty humans have in overcoming them. Students are sensitized to memory pitfalls and four types of cognitive bias they are likely to experience that involve how one:</i></p> <ul style="list-style-type: none"> • <i>Evaluates Evidence</i> • <i>Perceives Cause and Effect</i> • <i>Estimates Probability</i> • <i>Avoids Hindsight Bias</i>
10:45 am	<p>Mind Traps and Common Cognitive Traps Exercise</p> <p><i>The students participate in two exercises that demonstrate the need to think out of the box and avoid common mental errors.</i></p>
11:00 am	<i>Break</i>
11:30 am	<p>Critical Thinking Skills Overview</p> <p><i>The instructors discuss 20 critical thinking questions that will form the basis of a forthcoming book on critical thinking.</i></p>
12:00 pm	<p>Principles of Effective Analytic Writing</p> <p><i>Using the idea that “good writing is good thinking,” students are introduced to accepted writing styles for analytic products, focusing on brevity, clarity, and knowledge of audience.</i></p>
12:30 pm	<p>The AIMS Process</p> <p><i>Instructors will stress the need for the student to ask first: “what is the</i></p>

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	<i>point of this paper/research and what questions am I trying to answer?"</i>
1:30 pm	Lunch
3:00 pm	Key Questions Exercise (How to Organize a Paper)
3:30 pm	<p>Crafting Titles, Leads, and Paragraph Construction</p> <p><i>The AIMS discussion will lead into an examination of the importance of titles, which should reflect the thinking that comes out of the questions raised above. Instructors will address what the title should convey, with an emphasis on “what” and “so what,” the concept of a title as a “contract with the reader,” and the need for warning information.</i></p>
4:00 pm	<p>Editing and Review Checklists</p> <p><i>The instructors will discuss the importance of a “pre-mortem” before a product is handed in for review. Because the goal is to get through the review process in an efficient manner, the focus on the discussion will be on an “editing checklist” for the author that addresses such issues as the following: What will stop the product from getting through the review process? Have the key assumptions changed? Has my thesis changed over the drafting period? Is the product coherent? Is the grammar/punctuation correct?</i></p>
4:45-5:00 pm	<p>Wrap-Up: Key Insights Gleaned</p> <p><i>Summary session.</i></p>

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<u>Day 2</u>	
9:00 am	What did we learn yesterday? <i>Students review highlights from the previous day and receive feedback on the analytic writing exercise.</i>
9:30 am	Introduction to Europa Military Intelligence Center (EMIC) Case Study
10:00	<ul style="list-style-type: none"> • <i>Brainstorming and Structured Brainstorming</i> • <i>Nine Cell Matrix</i> • <i>Quadrant Crunching</i>
1:30 pm	Lunch
3:00 pm	<ul style="list-style-type: none"> • <i>Force Field Analysis</i> • <i>Indicators</i> • <i>Indicators Validator</i>
4:45-5:00 pm	Wrap-Up: Key Insights Gleaned <i>Summary session.</i>
<u>Day 3</u>	
9:00 am	What did we learn yesterday? <i>Students review highlights from the previous day.</i>
9:15 am	Continue EMIC Case Study <ul style="list-style-type: none"> • <i>Decision Matrix</i> • <i>Red Hat Analysis</i> • <i>Pre-Mortem Assessment</i> • <i>Key Assumptions Check</i>

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1:30 pm	Lunch
3:00 pm	<ul style="list-style-type: none"> • Analysis of Competing Hypotheses and Te@mACH
4:15 pm	Analytic Best Practices and the Analyst's Roadmap
4:45-5:00 pm	Wrap-Up: Key Insights Gleaned <i>Key Takeaways and course evaluation.</i>

Professors Bios

Randolph H. Pherson, President of Pherson Associates, teaches advanced analytic techniques and critical thinking skills to analysts in the Intelligence Community and the private sector. He collaborated with Richards J. Heuer, Jr., in launching the Analysis of Competing Hypotheses software tool; they have written a book, "Structured Analytic Techniques for the Intelligence Community." Mr. Pherson completed a 28-year career in the Intelligence Community in 2000, last serving as National Intelligence Officer (NIO) for Latin America. Previously, at the CIA, Mr. Pherson managed the production of intelligence analysis on topics ranging from global

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instability to Latin America, served on the Inspector General's staff, and developed and implemented a strategic planning process for the CIA as Chief, Strategic Planning and Management Staff under the Deputy Director for Planning and Coordination (ExDir). He was involved in the development of several collaborative computer networks and was an active proponent of alternative futures analyses. From 2000 to 2002, Mr. Pherson served as the Director, International Studies, for Evidence Based Research, Inc. Mr. Pherson is the recipient of both the Distinguished Intelligence Medal for his service as NIO for Latin America and the Distinguished Career Intelligence Medal. Mr. Pherson received his B.A. from Dartmouth College and an M.A. in International Relations from Yale University.

Katherine Hibbs Pherson, Chief Executive Officer of Pherson Associates, teaches advanced analytic techniques and critical thinking skills to analysts in the Intelligence Community, homeland security community, and the private sector. She is also a consultant to the government on planning, security, and analysis projects. Ms. Pherson completed a 27-year career with the Central Intelligence Agency in intelligence and security analysis and resource management in 2000. Her leadership in the security arena led to the adoption of a risk management methodology, the strengthening and

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the implementation of overseas security countermeasures, and improvements in dealing with unsolicited contacts. As Director of the Director of Central Intelligence's (DCI) Center for Security Evaluation she managed the Intelligence Community's involvement in rebuilding the penetrated U.S. Embassy in Moscow. Ms. Pherson received her A.B. in Hispanic Studies from Vassar College, an M.A. in Spanish Linguistics and Latin American Studies from the University of Illinois, and an M.A. in Communications from the University of Oklahoma. She is a recipient of the CIA's Distinguished Career Intelligence Medal and the Intelligence Community's National Distinguished Service Medal.

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Directors

Prof. Dr. Fernando Velasco. Rey Juan Carlos University

Prof. Dr. Diego Navarro. Carlos III University of Madrid.

Coordinator

Prof. Dr. Rubén Arcos. Rey Juan Carlos University.

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