Teaching Intelligence Through Simulation

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Overview

• Who benefits from a simulation as a learning tool?

• What is a simulation?
  – Curriculum & Simulation Creation
  – Intelligence Community Involvement
  – Summer Seminar Example
  – Feedback & Lessons Learned

• Demonstration “GEOINT”
Who Benefits from a Simulation?

• **Students**
  – Simulations offer a true ‘hands on’ opportunity for students
  – Students can employ the analytic techniques they have learned with pre-mortem and post-mortem learning opportunities
  – They are fun, Student like fun!

• **Instructors**
  – A necessary counterpart for technique instruction
  – Superior use of class time
  – Lessons learned will be practical and important!
What is a Simulation?

There are many types of simulations:
- Teaching a single skill or the integration of several skills
- Short (1 hour) to long (several days)
- Focus on applying analytical lesson to a developing scenario
- Deal with complexity and ambiguity
- Learning outcomes drive development
  - What do you want the students to be able to demonstrate?
    - Writing
    - Briefing
    - Analysis
Summer Seminar Objectives

Five Day ‘Nuclear Iran Scenario’ simulation created to:
• Expose students to a ‘day in the life’ of an intelligence analyst
• Foster interaction between IC professionals and college students
• Expose students to myriad skills used by intelligence professionals
  – Analysis
  – Time Management
  – Quality Control
  – Teamwork
  – Collaboration (ODNI SAGE)
• Learn about the different intelligence disciplines (INTs)
• Learn about the IC writing style
• Learn about Iranian and regional issues
• Help students to determine whether life in the IC is really for them
Iran Simulation Design

• Build exercises that focus on real world analytical problems
• Create time constraints and ambiguity that replicate the real world
• Utilize the different ‘INTs’ to create a multifaceted problem set
• Overload students with tasking to force team work
• Teach the students to see past the obvious and live with ambiguity
• Teach the student something about Iran!
Each Day Counts!

- **HUMINT Day**
  - Brush Pass
  - Interviews
  - Writing
- **SIGINT Day**
  - Cryptology
  - Network
  - Writing
- **GEOINT Day**
  - Characterization
  - Order of Battle
  - Writing
- **ALLINT Day**
  - Develop the scenario
  - Writing, writing, writing
- **Briefing Day**
  - Brief a senior decision maker
Multiple Threads, Multiple Tasks

- HUMINT SIM
  - Political Developments
  - Code Clues
  - OOB Info

- SIGINT SIM
  - Network via Traffic
  - Code Breaking
  - Network Content

- GEOINT SIM
  - Civil Unrest
  - Facility Characterization
  - OOB Change & Warning

- ANALYSIS SIM
  - Political
  - S&T
  - CT
  - Military

- COMMUNITY ASSESS SIM
  - Alternative Iranian Futures
    - Political
    - Security
  - Brief to Decision Maker
Build a Story

Diagram showing timelines and events from 2013 to 2015 with various storylines and crisis points.
Placing the Intel
Making the ‘fake intel’

• Generating the simulation materials is very time consuming
  – It takes longer when you ask students to ‘help’
• HUMINT reports
• HUMINT scripts and bios
• GEOINT overhead pictures
• Diplomatic cables
• News stories
ATTACHED TO THIS REPORT ARE 14 GROUND PHOTOGRAPHS TAKEN CIRCA DECEMBER, 2015 OF WHAT IS KNOWN AS “SITE 52” IN SOUTH TEHRAN.

SOURCE REPORTS NO OBVIOUS SECURITY ABOUT THE FACILITY; IN FACT, THE FACILITY APPEARS TO BE AN OPERATIONAL LARGE-SCALE GROCERY DEPARTMENT STORE. (HQ COMMENT: THE SOURCE DID NOT EXIT HIS VEHICLE NOR TRY TO ENTER THE FACILITY.) SOURCE HAS REPORTED RELIABLY IN THE PAST.
Intelligence Community Involvement

• Instructors
  – Critical Thinking
  – Structured Analytic Techniques
  – Writing and Briefing

• Simulation Mentors
  – Act as Managers
  – Reinforce deadlines but help students work through problems

• Internship/Career Fair
  – Students interacting with hiring managers
  – Insight and guidance in career planning
Feedback & Lessons Learned

• Participant Engagement
  – Students were widely unprepared to work as hard as they did
  – Clear bonds developed between team members

• IC Involvement
  – Mentors and instructors were enthusiastic and impressed with the activity
  – “You did a better job than Booz Hamilton and you did it for a fraction of the price” – IC Mentor
  – “You replicated the work environment we were living after 9/11, chasing guys in Afghanistan” – IC Mentor

• The Simulation Seminar Impact
  – “If you didn’t have a blast then the IC is not the place for you”
GEOINT Example

• Site Characterization
• Focus on overhead and ground photography
  – Light on mapping and GIS
• Not discussing collection platforms, capabilities, resolutions
  – Everything is from Google Earth and/or fabricated
• Four key aspects:
  – Indicators and warning
  – Multi-INT analysis
  – Facility analysis
  – Reporting
Pointers

• You have hard and soft copies
  – Use jpg viewer or magnifier on PPT to zoom
• You may run out of things to look at
  – Look harder and describe more
• Think about:
  – How many
  – How big
  – How far
  – Where in relation
  – What’s nearby
  – Date/season
  – Proximity
  – Co-use
• If/when features and dates you find on Google Earth conflict with the reports:
  – Go with reports
• The report will be mostly descriptive
  – What is happening? What do we see?
Background

• Attached photos are from ‘site 52’ south of Tehran
• Appears to be an operational large store
• No obvious security
• A source of questionable reliability claims that the site is a nuclear enrichment facility and reported many rows of silver columns
Adapted from Google Earth

GEO-0002-2009

Site 52
Iran

DOI: 30 May 2009

35°36′08.92″ N
51°23′18.52″ E
GEO-0032-2010

Site 52
Iran

DOI: 16
November 2010

35°36′08.92″ N
51°23′18.52″ E

Adapted from Google Earth
Site 52
Iran
DOI: 9 August 2011
35°36’08.92” N
51°23’18.52” E
Site 52
Iran

DOI: 11
September 2012

35°36'08.92" N
51°23'18.52" E

Adapted from Google Earth
Site 52
Iran
DOI: 4 January 2015
35°36'08.92" N
51°23'18.52" E

Adapted from Google Earth
GEO-0032-2016

Site 52
Iran

DOI: 6 May 2016

35°36′08.92″ N
51°23′18.52″ E

Adapted from Google Earth
What is it?

- What are the key indicators?
- How has the site changed over time?
- What is the case for it being a nuclear site?
- What is the case against it being a nuclear site?
- Make the call