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**Entry-Level Analyst's Tools and Skills
(ELATS) Project**
2nd Edition

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** Online PDF version of this product will not include the reference CD.

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Although not cited as such in the document, my mentors Master Sergeant (ret) Robert Farver and Colonel Eric Walters (USMC) were indispensable sources of information during the production of this project. Without their assistance, this project would have not have turned out as well as it did. I want to thank them both for their help with this, and with turning this ignorant kid into a respectable analyst during his time with the 3rd Marine Aircraft Wing, G-2.

Additionally, I would like to thank Robert Heibel and Jim Breckenridge for giving me the opportunity to work at and attend the Mercyhurst College Institute for Intelligence Studies (MCIIS) and for giving me the freedom to explore the academic and professional frontiers.

About the Author

Halen D Allison is a former US Marine Corps Sergeant and intelligence analyst. During his time in service, he was twice awarded the Navy and Marine Corps Achievement Medal (NAM) for excellence in the performance of his intelligence duties and later served in Afghanistan as an analyst for the State Department's Karzai Protective Detail (KPD) in Kabul. Halen, who has six years of intelligence-related experience, is the Student Supervisor for Research and Development at the Mercyhurst College Institute for Intelligence Studies (MCIIS) in Erie, PA, and is a student at the Institute as well. He has expertise in Central Asia, specifically Afghanistan, military intelligence, and counter-terrorism, and is experienced in the training and instruction of entry-level analysts.

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Introduction

The purpose of the Entry-Level Analyst's Tools and Skills (ELATS) Project is to provide clear and concise information pertaining to the skills and tools with which an entry-level intelligence analyst should possess and be familiar. This document is not intended to be the final authority on the matter, as information can be tailored to meet specific needs.

For purposes of simplicity, the author will discuss these issues in the traditional national security Intelligence Cycle consisting of direction, collection, analysis and production, and dissemination. In addition, traits, generic needs, administrative functions, and recommendations to entry-level analyst training programs are also included in this document.

This product is based primarily in the realm of national security, as the national security analyst is viewed as the standard bearer in the field of intelligence. This is not to say that there are no high-quality analysts in the law enforcement and competitive intelligence arenas, but merely that these two disciplines base some of their structure on the national security approach. Most of the information in this document can be applied to all the disciplines, although some of it is industry specific.

Additionally, this product will make mention of courses currently offered at the Mercyhurst College Institute for Intelligence Studies (MCIIS) in Erie, Pennsylvania. This program offers an undergraduate and a graduate degree in intelligence studies and applied intelligence respectively. More information about this program and its courses can be found at www.mciis.org.

The sections of this document will be labeled with capital letters, and most paragraphs labeled with Arabic numerals. This will enable quick referencing during review and to Appendix A – ELATS Sources, where applicable. For example, (A-5) will refer to section A, paragraph 5. Furthermore, the section (A-5) in Appendix A will have information on sources for that paragraph.

The entry-level analyst will be referred to throughout as the “analyst,” and the pronoun “he” will be used in its place where necessary.

(A) Traits and Characteristics

(A-1) There is no lack of material regarding the traits which an analyst should possess; however, most of this material discusses traits that are not necessarily taught. For example, intense curiosity is not a trait that can be easily inculcated.

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(A-2) There are, however, characteristics and traits that should be encouraged in young analysts. For example, an analyst may be curious by nature, but might not be in the habit of watching or reading the news and other publications regarding world affairs on a regular basis. In that case, a more extensive interest in world affairs should be strongly encouraged. The same applies to attention to detail. While some may argue that analytical nature cannot be taught, attention to detail, which is frequently missing in junior analysts, most certainly can be.

(A-3) The analyst should also be cognizant of analytical biases and mindsets. These pitfalls are common in the analyses of analysts young and old and adequate training is frequently not provided; therefore, the analyst should be familiar enough with these pitfalls to make an effort to avoid them.

(A-4) The analyst must also be educated on proper conduct regarding his profession and the importance of credibility. He must at all times be honest in his assessments and, if asked a question to which he has no answer, he must be honest and indicate that to the inquirer. In this case, the analyst should always inform the inquirer of his intent to find an answer and carry out that effort with great urgency. The analyst's credibility is his most important tool. The analyst should understand that credibility gained should be protected, and credibility lost might never be regained.

(A-5) For more information regarding the fundamental characteristics and traits necessary for a successful analyst, refer to David Moore's "Species for Competencies in Intelligence Analysis," a copy of which can be found on the accompanying CD, and Richard Heuer's "[Psychology of Intelligence Analysis](#)."

(B) Generic Needs

(B-1) There are several skills that the analyst should possess that do not easily fall into the neat categories of the Intelligence Cycle. Some of these skills are not necessarily applicable to all industries, but should be taught to all analysts in a training program.

(B-2) Mastery of Intelligence Community (IC) structure is important for the analyst. He should be familiar with the departments, agencies, bureaus, secretaries and department heads, as well as the diagramming of these entities. Information regarding the IC can be found in Appendix A.

(B-3) The analyst should also be intimately familiar with the Intelligence Cycle, both in the traditional format and the new "target-centric" approach advocated by Robert Clark in "Intelligence Analysis: A Target-Centric Approach." This information should be memorized.

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(B-4) Basic map skills and familiarization should be very important to the analyst. The analyst should be able to quickly find points on a variety of different maps, such as 1:50,000 scale or JOG-A (1:250,000), and should know the differences between the different types of maps. He should be able to plot points, find lines of communication (LOC) and built-up areas, and be able to discern basic terrain features. Exposure to the various coordinate systems, such as Universal Transverse Mercator (UTM) and the Military Grid Reference System (MGRS), in addition to the standard latitude-longitude system should be provided.

(B-5) Knowledge about topics such as geography (to include regions and the locations of countries and their corresponding major cities and capitals), personalities (not just leaders – significant figures are also important), weapon systems, and collection platforms can only be acquired through curiosity, reading, and studying. The analyst should be encouraged to study these topics at every opportunity. While the analyst need not memorize every minute detail, he should be armed with the ability to quickly find the information. Open-source information regarding weapon systems and collection platforms can be found with the [Federation of American Scientist's](#) and Jane's Reference Material. General information regarding countries, forms of government, and heads of state can be found in the CIA's [World Factbook](#), which is updated frequently.

(C) Software

With the extreme importance placed on computers as a communication tool, the analyst should be familiar with a wide range of software such as Microsoft's Office suite; the level of familiarity depending on the application.

(C-1) PowerPoint – Intermediate Proficiency

As this program is a prime means of conveying data, the user should be able to produce a PowerPoint presentation using an existing template and proper format as directed by that template. The user must be able to insert photos into the presentation. In addition, he must be proficient enough with the program to create a field expedient presentation on short notice. This presentation will place the deliverance of information ahead of aesthetical niceties.

(C-2) Word – Basic Proficiency

As Word is also a primary means of disseminating information, the user should, at a minimum, be proficient enough to write reports and analytical papers in a specified format. This includes the inclusion of references and headers and footers. The use of hyperlinks, while not a necessity at this stage, is of use as well.

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(C-3) *Excel – Basic Proficiency*

The need for advanced knowledge of Excel and its applications at this stage is minimal. The user should be familiar with the basic tools and functions of the program, to include inputting data and basic formatting. The use of formulae is not needed at this level.

(C-4) *Access – Basic Proficiency*

Access should be familiar to the user on a very basic level. Additional training on this program will likely take place if and when it is needed. Self instruction can be encouraged.

Basic familiarity of the MS Office suite will likely be achieved during the analyst's high school career. If this is not the case, then instruction on the basics of these programs should be provided.

(C-5) *Analytical Software – Basic Proficiency*

Because of the increasing reliance on analytical software such as i2 Ltd.'s [Analyst's Notebook](#), the analyst should be familiar with the basic functions of these types of programs. In its most basic application, Analyst's Notebook allows the user to conduct link analysis and the examination of social networks. Supervisors should recommend that their analysts attend a training session in these types of software. Basic usage of Analyst's Notebook is covered in the Advanced Research/Analysis course (RIAP 378) at MCIIS. Microsoft has also entered the analytical software arena with its [Visio](#) program. At this point, the author's minimal familiarity with this specific program does not enable an accurate assessment of its capabilities to be given.

Additionally, programs such as Decision Warning can assist the analyst in his efforts to utilize analytical techniques such as Analysis of Competing Hypotheses (ACH).

(C-6) *Geographic Information Systems (GIS) – Basic Proficiency*

There are a variety of geospatial applications on the market, with the most common being [ArcGIS](#) produced by ESRI. ArcGIS is a suite of programs including ArcReader, ArcView, and ArcEditor. The military uses a variety of GIS software, including [FalconView](#) which is used by the Army and the Special Operations Command (SOCOM). Commercial satellite systems are also useful tools with which an analyst should be familiar. [Keyhole](#), which was recently purchased by Google and has been incorporated into their popular [Google Maps](#) feature, is a solid platform to use when commercial imagery is needed for a project. It does not yet have total global coverage, but does have most significant urban areas around the world.

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(C-7) Web Page Creation – No Proficiency Required

While no training on web page creation programs such as Microsoft's [FrontPage Editor](#) is required, the analyst should be encouraged to pursue such training. Proficiency in such programs will only increase the analyst's marketability.

As an alternative to attending mass training seminars, the training program should have on hand several people with advanced training in each of the major programs. In addition, any advanced training a student has had in any program should be included in his or her files, as they may be candidates to train others.

(D) Intelligence Administration and “Housekeeping”

(D-1) The analyst should know basic physical security procedures and know how to execute basic information security (INFOSEC) measures and personal security measures. While these procedures will surely vary from organization to organization and industry to industry, a good source of information regarding these subjects can be found in the Secretary of the Navy's (SECNAV), [SECNAV Instruction 5510.36](#) and [SECNAV Instruction 5510.30A](#). These documents are very comprehensive and cover information such as classification markings, loss or compromise of classified information, counterintelligence matters, and personnel security investigations. These documents can be found on the accompanying CD in Adobe Acrobat format.

(E) Direction Phase

(E-1) The analyst should be capable of nominating [priority intelligence requirements](#) (PIR) to the commander or decision maker. This is not to say that the analyst should dictate the priorities of collection efforts, but merely suggest to the decision maker requirements that he may not think of or be knowledgeable of the need for. All PIRs must be approved by the decision maker.

(E-2) If the decision maker is vague in his tasking, the analyst should know to ask the decision maker pointed questions that will clear up the confusion. It is, rather obviously, imperative that the direction phase is clear and comprehensible. Also, the analyst should work closely with the decision maker throughout the process in order to elicit feedback on progress or to ask follow up questions.

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(F) Collection Phase

(F-1) The analyst will have received sufficient entry-level training in the collection phase during two courses offered at Mercyhurst College: Introduction to Research/Analysis (RIAP 277) and Advanced Research/Analysis (RIAP 378).

(F-2) Initially, after receiving direction from a decision maker, the analyst should be able to identify gaps in knowledge and should know how to go about acquiring information to fill those gaps. In order to accomplish this, the analyst should utilize the "push/pull" method via open-source and classified channels. To start his OSINT collection, he should use a search engine such as [Google](#) and/or a service such as [Lexis-Nexis](#) to begin pulling information. Additionally, he should set up email alerts through either of the previous sites, a service that is also available at most news sites (such as CNN), which will establish a steady information push.

(F-3) In addition to online sources, the analyst should be able to conduct research in a non-automated environment, such as a library. These skills are in slow decline as perspective analysts are being taught less and less about proper library use in high school. In order to combat this, analysts should be required to attend training conducted by library staff. This training may be provided during a college writing course.

(F-4) The analyst should know how to properly organize his collection efforts by utilizing an information repository, whether a field expedient database, a form of which is taught in RIAP 378, or a more complicated Access or Excel database. These databases will allow the rapid integration of information into the analysis and production phases. In addition to these methods, the analyst should utilize [Onfolio](#) if available. According to its website, Onfolio "is a PC application for collecting, organizing and sharing information you find online."

(F-5) Conducting Intelligence Preparation of the Battlespace (IPB) will be an important function of the entry-level analyst during this phase. Two military training publications, [FM-34-130](#) and [MCWP 2-12](#), as well as RIAP 378 will enable the analyst to conduct proper, accurate IPB. These training publications can also be found on the accompanying CD.

(F-6) Additional information regarding OSINT collection in all realms can be found at Open-Source Solution's [Open-Source Intelligence: Professional Handbook 1.0](#) and in Robert Steele's book, "The New Craft of Intelligence."

(G) Analysis and Production Phase

(G-1) While the title "analyst" aptly describes what he is supposed to be able to do skillfully, the skills necessary for the success of the analyst in this

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phase are often the skills that are most difficult to teach, learn, and utilize. As previously mentioned, the analyst should possess several key characteristics and traits. In addition, the analyst should be familiar with, and know how to utilize several techniques and tools to make him more efficient.

(G-2) The analyst should be able to select and use analytical techniques to solve problems, minimize the influence of analytical bias and mindsets, and eliminate logical fallacies. There are several publications that deal with these issues, such as Morgan Jones' "The Thinker's Toolkit," Richard Heuer's "[Psychology of Intelligence Analysis](#)," and "Critical Thinking, Reading, and Writing" by Sylvan Barnett and Hugo Bedau. One useful analytical technique is Analysis of Competing Hypotheses (ACH), which can also be an excellent tool in assisting the analyst in his work, allowing him to compare two or more theories easily. Additional reading material can be found in Appendix A.

(G-3) Production of analytical products is where the analyst "makes his money." First and foremost, the product should be useful to the consumer, and in the format that the consumer desires. Formatting issues should have been addressed in the Direction phase. Products will be discussed to a larger degree in the dissemination phase. Also, the analyst should be familiar with BLUF, or bottom-line up front, and incorporate this into his product.

(G-4) In the creation of analytical products, the analyst must be able to utilize industry specific terminology and symbology. For example, [FM 101-5-1 Operational Terms and Graphics](#) will educate the analyst on proper usage of military unit symbology and will guide him in his production of overlays, maps, and presentations which use these symbols. The analyst's career path will ultimately dictate the terminology he will need to be familiar with, and he should be taught that terminology before the completion of his training.

(G-5) As previously mentioned, it is also important for the analyst to possess basic skills in the utilization of mapping, charting, and geodetic products. This will enable the analyst to use hard and soft-copy maps and overlays as intelligence products. Basic skill is taught in RIAP 378, and additional information can be found in [MCWP 2-12.1 Geographic Intelligence](#).

(H) Dissemination Phase

Finally, the analyst should be able to produce drafts of analytical products (including footnotes and sources) which will provide the basis for finished analytical products. Some of the types of products are discussed below. Each product presents unique difficulties, which will also be addressed. Please note that some areas of the following information can also fall under the Analysis and Production phase.

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(H-1) *Intelligence Briefings*

Intelligence briefings are one of the more common methods of disseminating intelligence to the consumer, and are the method in which the analyst is most visible. While no analytical product or dissemination method should be considered more important than any other (this does not mean that some methods are more or less effective than others), it is this visibility that makes it necessary for the analyst's presentation and briefing technique to be so solid. To further complicate matters, if ever problems were to arise, they would be not in the production of the brief, but while the analyst is standing in front of a room full of senior customers and delivering his findings.

In order to conduct a successful briefing, the analyst should be comfortable in front of people. Other than by possessing natural talent, this can only be accomplished by practice and rehearsals, preferably in front of a peer who will critique honestly. The analyst should be encouraged to establish good practice habits, which will also serve to eliminate choppiness and word repetition. This paper will not address the many nuances of briefing, most of which will only be addressed through experience.

There are numerous types of briefs. Daily briefs, crisis briefs, informal briefs, group briefings, briefings on weapon systems, predicting enemy courses of action, and threat assessment briefs are only a few. Other than possessing proper briefing skills, the bottom line is that the analyst must be able to produce a brief using an existing briefing template with minimal guidance. This directly relates to proficiency with Microsoft PowerPoint. The analyst must also have good attention to detail to eliminate errors or conflicting information.

(H-2) *Intelligence/Analytical Paper*

Intelligence papers and/or reports are the most common way to disseminate information. While the analyst is not as visible as he would be in a briefing, it is still important to produce to high standards. Where the briefing is difficult because many people are uncomfortable being in front of an audience, the intelligence paper is difficult because many people frequently lack a solid grasp of grammar and writing style. Briefings are sometimes easier to produce because of the bulleted style commonly used. Papers pose a different challenge because the analyst must frequently articulate the information without the aid of graphics and in complete sentences with smooth transitions between thoughts.

Because of this, the analyst should be a proficient writer. Although sometimes difficult, this can be taught. College educated analysts will likely possess sufficient writing skill because of the mandatory writing classes. It is significant to note, however, that the analyst should have practice writing analytical and argumentative papers. This type of writing is not usually found in most college writing courses; therefore it is necessary for the analyst to also

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attend a course that will teach this style. This can be accomplished by attending the courses like MCIIS's Intelligence Writing and Presentation. In addition, "Writing with Intelligence," a DIA publication, can guide the analyst in his production of analytical papers.

(H-3) Graphic Representations, Mapping Products, and Overlays

During the course of his career, it is likely that an analyst will be required to produce something of a graphical nature, such as a link analysis chart, topographical product, or a graph. Because most of the skills required for the production of these products have already been addressed, it is not necessary to go into them again. However, the analyst should be familiar enough with the tools to be able to produce accurate, quality work.

Whatever the end product, the analyst should be constantly vigilant of analytical bias and mindsets. It is imperative that these problems do not pollute his analysis. Additionally, the products should be professional and should not contain any errors, not only in content, but also in the form of typos or other aesthetic failures. The inability to successfully eliminate bias/mindsets or errors in products will cost the analyst his credibility, which, once acquired, is perhaps the analyst's most important tool.

(I) Utilization/Consumption Phase

(I-1) At this point, the analyst should be prepared to observe the utility of his products. Hopefully, he will get feedback from the consumer, but regardless, he should always be on the look out for possible improvements to his craft.

(I-2) If at all possible, the analyst should meet with the consumer to discuss the utility of the end product, as feedback may not be given freely. Additionally, he should meet with the consumer to address any disagreements that occurred and be prepared to adjust his actions accordingly, so long as it does not detract from his analysis.

(J) Recommendations to Entry-Level Analyst Training Programs

In the author's opinion, there are a few things that, if incorporated in an analyst training program, would greatly improve the program and the analysts who successfully complete it. None of these things are drastic, and their absence would not detract from the programs as a whole. These are merely suggestions that might be beneficial to graduates of the program.

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(J-1) Mock Secure Environment

The establishment of a mock secure environment, whether in a lab or some other facility, would serve to elevate security awareness. This environment would help prevent graduates from experiencing culture shock once they get a job, at which they will likely be dealing with sensitive information. This would get the analysts into proper habits, such as the storing of sensitive material and limiting unauthorized access into the area.

Also, it would be beneficial to purchase a shredder and establish shredding procedures. This will foster good destruction habits and will hopefully eliminate any possibility of information compromise once the analyst graduates. Safes would also foster good storing habits.

Overall, a better familiarization with security procedures would be beneficial to future graduates.

(J-2) Hard-Copy Map Collection

A comprehensive collection of hard-copy maps would allow analysts the opportunity to produce intelligence products in a non-electronic media realm. Frequently, it becomes impossible for an analyst to utilize electronic media during real-world operations due to power outages or equipment failure, and the analyst needs to be familiar with producing hard-copy map products. These hard-copy maps are frequently easier to read than electronic copies, and, since they are already printed out, it would alleviate the costs of printing map based products on the plotter.

The types of maps needed include JOG-A (1:250,000), 1:50,000, CIA Specials, and other generic maps. It would be impossible to procure these maps immediately; therefore piecemeal collection would be required. An acknowledged training program may find it possible to secure a deal through the National Geospatial Intelligence Agency (NGA, formerly NIMA) to acquire these products.

Due to the cost of these products, it may be impossible to establish a comprehensive map library. However, map ordering procedures should be in place in the event of a contract which may require hard-copy maps. At a minimum, the program should have on hand a number of hard-copy maps which would be used to teach analysts how to build large maps out of several smaller ones in order to cover a larger area. This way, if the need were to arise, the analyst would know what steps to take.

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(J-3) Advising on Risks to "Clearability"

By some estimates, a security clearance is worth up to \$20,000 in additional starting salary. However, acquiring one of these is often put at risk when a prospective analyst engages in certain behavior. Young people are frequently unaware of the consequences of their actions, and may not realize that one mistake can prevent them from ever getting a clearance.

It should be routine to advise prospective students of the risks posed by certain behavior, as they may not know what is at stake. It is a disservice to not do so. This advisement serves two purposes. One, if the student wants to engage in risky behavior, he was warned of the consequences to his future employability. Two, it keeps the graduate competitive and employable, which reflects positively on the program. In addition, it may discourage someone with a seedy past from spending a lot of money on a degree which they may not be able to use.

Conclusion

This product is again in no way the final authority, but merely sets guidelines that can be followed, and tailored to meet specific needs. Nevertheless, there are many skills and tools which an analyst should possess, even in an entry-level position. By having these skills and tools, the analyst will have a solid foundation on which to build for the future. He will be motivated, highly competitive, and eminently qualified to provide analysis for his employer. The Mercyhurst College Institute for Intelligence Studies (MCIIS) prides itself on creating the first civilian program of this kind, and by providing the prospective analyst with all of these tools and more; MCIIS will continue to pave the way in analyst training in the future.

Appendix A - Compilation of Sources Used in ELATS

Traits and Characteristics:

- (A) "Intelligence: From Secrets to Policy" – Mark M. Lowenthal
- (A-3) "Intelligence Essentials for Everyone" – Lisa Krizan
 - "Psychology of Intelligence Analysis" – Richards J. Heuer, Jr. - <http://www.cia.gov/csi/books/19104/>
- (A-5) "Species for Competencies in Intelligence Analysis" – David Moore (PDF file is on CD)

Generic Needs:

- (B-2) US Intelligence Community Website: <http://www.intelligence.gov/>
 - CIA IC Diagram: http://www.cia.gov/cia/publications/facttell/intelligence_community.html
 - "Intelligence: From Secrets to Policy" – Mark M Lowenthal
- (B-3) CIA Intel Cycle Diagram: http://www.cia.gov/cia/publications/facttell/intelligence_community.html
 - "Intelligence Essentials for Everyone" – Lisa Krizan
 - "Intelligence Analysis: A Target-Centric Approach" – Robert M Clark
 - FutureAge Business Intel Cycle Information: <http://www.nwlink.com/~donclark/futurage/cycle.html>
 - SCIP Page on Business Intel Cycle: <http://www.scip.org/education/module4.asp>
- (B-4) MCWP 2-12.1 Geographic Intelligence - <https://www.doctrine.usmc.mil/signpubs/w2121.pdf>
- (B-5) Federation of American Scientists: www.fas.org
 - CIA World Factbook: <http://www.cia.gov/cia/publications/factbook/index.html>

Software:

- (C) Microsoft Office: <http://office.microsoft.com/home/default.aspx>
- (C-5) Analyst's Notebook: http://www.i2.co.uk/Products/Analysts_Notebook/default.asp
 - Microsoft's Visio: <http://office.microsoft.com/home/office.aspx?assetid=FX01085798>
- (C-6) ESRI ArcGIS: <http://www.esri.com/software/arcgis/index.html>
 - FalconView: <http://www.falconview.org/>
 - Microsoft's MapPoint: <http://www.microsoft.com/mappoint/default.msp>
 - Keyhole: <http://www.keyhole.com/>
 - Google Maps: <http://maps.google.com/>
- (C-7) Microsoft's FrontPage Editor: <http://office.microsoft.com/home/office.aspx?assetid=FX01085802>

Intelligence Admin and Housekeeping:

- (D-1) SECNAV Instruction 5510.36: <http://neds.nebt.daps.mil/551036.htm>
 - SECNAV Instruction 5510.30A: <http://neds.nebt.daps.mil/551030.htm>
- (Both documents can be found on the accompanying CD in PDF format)

Direction Phase:

- (E-1) FM 34-2 Appendix D: <http://www.adtdl.army.mil/cgi-bin/atdl.dll/fm/34-2/Appd.htm>

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Collection Phase:

(F-2) Google Search Engine: www.google.com

Lexis-Nexis: www.lexis-nexis.com

(F-4) Onfolio: <http://www.onfolio.com/>

(F-5) FM 34-130 IPB: <https://www.doctrine.usmc.mil/signpubs/fm34130.pdf>

MCWP 2-12 MAGTF Intelligence Production and Analysis:

<https://www.doctrine.usmc.mil/mcwp/view/mcwp212/mcwp212.pdf>

(F-6) Open-Source Solution's Open-Source Intelligence: Professional Handbook 1.0:

<http://isuisse.ifrance.com/emmaf2/96Vol1/index.html>

"The New Craft of Intelligence" – Robert Steele

Analysis and Production Phase:

(G) "Intelligence Essentials for Everyone" – Lisa Krizan

(G-2) "The Thinker's Toolkit" – Morgan Jones

"Cheating and Deception" – Barton Whaley and J Bowyer Bell

"Attacking Faulty Reasoning" – T Edward Damer

"Critical Thinking, Reading, and Writing" – Sylvan Barnet & Hugo Bedau

"How to Win Every Argument" – Nick Capaldi

(G-4) FM 101-5-1 Operational Terms and Graphics: <http://www.fas.org/man/dod-101/army/docs/fm101-5-1/f545con.htm>

(G-5) MCWP 2-12.1 Geographic Intelligence: <https://www.doctrine.usmc.mil/signpubs/w2121.pdf>

(FM 101-5-1 and MCWP 2-12.1 is available in PDF format on accompanying CD)

Dissemination Phase:

(H) MCRP 2-1C MAGTF Intelligence Dissemination - <https://www.doctrine.usmc.mil/signpubs/r21c.pdf>

(H-2) "Writing with Intelligence" – DIA Publication

Appendix B – Entry-Level Analyst’s Toolbox

The following is a list of resources (Publications and websites) that are useful for an entry-level analyst to have access. This list of resources will help guide the analyst, and will provide him with a “jumping off point” during his collection and analysis. Descriptions are included where necessary.

General Resources:

- 1.) “Intelligence Essentials for Everyone” – Lisa Krizan
Description: Basic information regarding the intelligence process.
- 2.) “Intelligence: From Secrets to Policy” – Mark M Lownethal
Description: Covers the intelligence community, the intelligence cycle, covert action, oversight and accountability, and moral issues with intelligence.
- 3.) “Intelligence Analysis: A Target-Centric Approach” – Robert M Clark
Description: Deviates from the traditional intelligence cycle and describes the new “target-centric” approach to intelligence. Also covers creating models and synthesizing information.
- 4.) “The US Intelligence Community” – Jeffrey T Richelson
Description: Reference guide to the intelligence community and operations. Includes lists of terms.
- 5.) An atlas of the world

Military Training Publications:

- 1.) MCWP 2-1 Intelligence Operations – USMC Training Pub*
- 2.) FMFM 3-21 MAGTF Intelligence Operations – USMC Training Pub*
- 3.) MCDP 2 – USMC Training Pub*
- 4.) FM 34-8-2 – Intelligence Officer’s Handbook – Army Training Pub*
- 5.) FM 30-60 – Counterintelligence – Army Training Pub*
- 6.) FM 34-130 – Intelligence Preparation of the Battlespace – Army Training Pub*
- 7.) FM 101-5-1 – Operational Terms and Graphics – Army Training Pub*

* Note: These publications can be found on the accompanying CD. In addition, they can be found online at:

Army’s Training and Doctrine Digital Library: www.adtdl.army.mil/atdls.html

USMC Doctrine Division: www.doctrine.usmc.mil

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Search Engines:

Google: www.google.com

Altavista: www.altavista.com

Dogpile: www.dogpile.com

Metacrawler: www.metacrawler.com

Intelligence Related Websites:

Generic US Government Related:

US Government Website on Intelligence Community: www.intelligence.gov

CIA Homepage: www.cia.gov

FBI Homepage: www.fbi.gov

DEA Homepage: www.dea.gov

NSA Homepage: www.nsa.gov

National Geospatial-Intelligence Agency (NGIA formerly NIMA): www.nima.mil

National Reconnaissance Office (NRO): www.nro.gov

Defense Intelligence Agency (DIA) Homepage: www.dia.mil

DefenseLink: www.defenselink.mil

US Dept of State (DoS) Homepage: www.state.gov

DoS Bureau of Intelligence and Research (INR): www.state.gov/s/inr

DoS Travel Warnings and Advisories: travel.state.gov/travel_warnings.html

DoS Embassies and Consulates: www.travel.state.gov/links.html

National Counterintelligence Center: www.nacic.gov

Federal Emergency Management Agency (FEMA): www.fema.gov

Other US Government Sites:

FBI Reports and Publications: www.fbi.gov/publications.htm

CIA World Factbook: www.cia.gov/cia/publications/factbook/index.html

Government Printing Office: www.gpoaccess.gov/index.html

Defense Security Service (DSS) Library: www.dss.mil/seclib/index.htm

Description: Online library with information regarding security issues.

Center for Studies in Intelligence: www.odci.gov/csi

Description: CIA website with intelligence related publications.

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Private Sector Pages:

Loyola College Strategic, Military, and Economic Intelligence Portal:

www.loyola.edu/dept/politics/intel.html

Description: Site with numerous links including international intelligence organizations, bills and laws, and historical items.

Strategic Forecasting (Stratfor): www.stratfor.com

Description: Stratfor provides analysis of global situations, forecasting, and timely reporting. However, a yearly subscription (which can be cost prohibitive for the individual) is necessary to access most of their good analysis.

Center for Defense Information (CDI): www.cdi.org

Description: Defense and intelligence related news.

Federation of American Scientists (FAS): www.fas.org

Description: Watchdog site, information on intelligence related topics, and a comprehensive collection of weapon systems and collection platforms information. Also has in-depth description of the “INTs.”

Operational Security (OPSEC) Professionals Society: www.opsec.org

Strategy Page: www.strategypage.com

Description: Military news, weapon systems news, and a mock futures market.

Global Security: www.globalsecurity.org

Description: Site with defense and terrorism related news.

Country Watch: www.countrywatch.com/

Description: Information on all the countries in the world, including maps and other resources.

Competitive/Business Intelligence:

Society of Competitive Intelligence Professionals (SCIP): www.scip.org

Loyola Economic and Competitive Intelligence Page:

www.loyola.edu/dept/politics/ecintel.html

Competitive Intelligence Handbook: www.combsinc.com/handbook.htm

What is Competitive Intelligence: aurorawdc.com/whatisci.htm

Law Enforcement Intelligence:

International Association of Law Enforcement Intelligence Analysts (IALEA):

www.ialeia.org

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International Sites:

North Atlantic Treaty Organization (NATO) Page: www.nato.int

United Nations (UN) Page: www.un.org

International Police (INTERPOL): www.interpol.int

Terrorism Related Sites:

Terrorism Information: www.terrorism.com

FBI Counterterrorism Page:

www.fbi.gov/terrorinfo/counterterrorism/waronterrorhome.htm

Disaster Center: www.disastercenter.com/terror.htm

Description: Repository of information regarding terrorism worldwide. Includes links to various websites.

Memorial Institute for the Prevention of Terrorism (MIPT): www.mipt.org

Description: Comprehensive resource for terrorist groups and incidents dating back to 1968; includes court records on many cases.

Maps and Imagery:

LandVoyage: www.landvoyage.com

DigitalGlobe: www.digitalglobe.com

Terraserver: www.terraserver.com

Keyhole: www.keyhole.com

University of Texas at Austin: www.lib.utexas.edu/maps

Miscellaneous Sites:

US Census Bureau: www.census.gov

Description: Demographic information on the United States and the world.

National Flags: www.flags.net

Images for Briefs: www.google.com/imghp?hl=en&tab=wi&q=