

Producto de Inteligencia

Delivering Quality Analysis to Decisionmakers

11-12 November 2016
Guanajuato

Fulton Armstrong



What is analysis?

To warm up our analytical skills,
let's take a little quiz.

[click here](#)

How did you determine “real” or “fake”?

By what you really *know*?

By your ability to spot Photoshop pictures?

By logic?

By precedent?

Do you trust your eyes??

How do you process information??



Left brain ... or right brain?



If you see the woman sitting and man with his arms around her neck, then you are “left brain.”

- You’re supposed to be good at doing math, breaking down problems, and doing analysis



If you see the man sitting and woman with her arms around his neck, then you are “right brain.”

- You’re supposed to be intensely curious, creative, and see the “big picture.”

What is analysis?

How good an observer are you?

click here

click here

What is analysis?

Analysis is ...
Challenging
Fun
Important

“Who am I? And what am I doing here?”

A spontaneous career producing and consuming information:

Linguistics

Journalism

U.S. House of Representatives

CIA

White House – National Security Council (NSC)

National Intelligence Council (NIC)

U.S. Military – Intelligence Advisor

U.S. Senate

The American University

New York; Washington, DC;

Barcelona; Madrid;

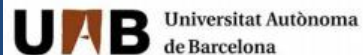
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Universidad
Carlos III de Madrid



UNIVERSITAT DE BARCELONA

First Briefing

“Who are you?”



Presentación de análisis

A

Nombre: _____

Preparación:

a) ¿Quién eres? Notas para auto-presentación oral de 30 segundos.

b) ¿Qué decisión hiciste recientemente? ¿Cómo la hiciste?

A

Preparación:

a) ¿Quién eres? Notas para auto-presentación oral de 30 segundos.

TAKE FIVE MINUTES TO PREPARE



b) ¿Qué decisión hiciste recientemente? ¿Cómo la hiciste?

10-min
clock

First Briefing

“Who are you?”

Tell me (and us) in 30 seconds, please



30 seconds

“And what are we doing here?”

- Build on what you already know and what you do in your current jobs
- Discuss what policymakers (in broad definition) want and need – and the difference between the two
- Examine the differences between the culture and psychology of policymakers and us
- Discuss the importance of analytical tradecraft
- Discuss the importance of briefing skills

PRACTICE ALL OF THE ABOVE SKILLS

Our Agenda

FRIDAY

- What does the policymaker want and need?
- How do we (and policymakers) make decisions?
- What do we need to make decisions?
- In what ways are “we” and “they” different?
- What is the role of analysis in policymaking?
- What makes good analysis *good*? (Examples.)
- What is analytical tradecraft, and what does it do for me?

Our Agenda

FRIDAY

- How can I present my information and analysis in the most effective way possible?
- What makes for a good briefing?

Our Agenda

SATURDAY

- Practice briefing a policymaker
- Practice answering questions; building rapport
- Discuss how to evaluate your analysis and briefing

Terminology

Policy/policymaker, politics/politician

Intelligence, information, facts

Opinion, analysis, judgment

Logic, precedent, models

Event, driver, trend, scenario

Assumption, variable, alternative

Ground Rules

This is a workshop.

- participation
- creativity, not staying within “the lines”
- build and adapt models together
- respect for all views in and outside class

What does the policymaker want and need?

Three approaches:

1. How do you (or anyone) make a decision? What do you need to do it?
2. What's the difference between "them" (policymakers) and "us" (analysts)?
3. What's the difference between what they want and what they need?

What does the policymaker want and need?

Three approaches:

1. How do you (or anyone) make a decision? What do you need to do it?
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How do you make decisions?

- What's a decision you made recently?
 - a job-related move
 - a boyfriend/girlfriend
 - a purchase
 - a new apartment
- How did you make it?
 - research
 - discuss with friend or professional
 - fortune-teller
 - toss a coin

A

Preparación:

b) ¿Qué decisión hiciste recientemente? ¿Cómo la hiciste?

How do you make decisions?

- How do you control your impulses?
 - wishful thinking
 - biases
 - image
- How do you (or will you) know it was the right decision?
 - test results
 - profits
 - other indicators
- How would you describe your analytical method?

A

Preparación:

a) ¿Quién eres? Notas para auto-presentación oral de 30 segundos.

TAKE FIVE MINUTES TO PREPARE



b) ¿Qué decisión hiciste recientemente? ¿Cómo la hiciste?

10-min
clock

So what do we need to make GOOD decisions?

A clear understanding of

- your needs and desires
- the *causes* or *drivers* of your needs
- the *trends* of the causes of your needs
- the *likely outcomes* and *alternative outcomes* of those trends
- the *implications* of addressing (or not) the needs

And a clear, conscious effort to

- think through alternative analysis
- control biases
- be transparent

So what do we need to make GOOD decisions?

Example: My old car is becoming unreliable

Problem	Unreliable transportation
My needs/desires	Reliable transportation; nice style
Causes or drivers affecting needs	Job, shopping location; car age or other condition
Trends of those causes/drivers	More repairs; more expensive; salary
Likely outcomes	Probably less reliable, less safe
Alternative analyses?	Company provide car?
Implications	Keep/lose job; could have accident; big pay raise
Biases?	Want to drive in style
Conclusions?	???

So what do we need to make GOOD decisions?

In this example, what do I do?

- Look at the causes (drivers)
- Look at what's happening (trends)
- Look at what is likely to happen (outlooks)
- Look at what *could* happen (alternative scenarios) and at “low probability, high impact” events (wildcards)
- Think about options
- Think about implications

So what do policymakers need to make GOOD decisions?

GOOD QUALITY INFORMATION

- timely, objective, independent, without agenda
- transparent, honest (what's known, thought, speculated)

USEFUL AND RELEVANT

- focusing on *drivers* (differentiating causes/results, symptoms/illnesses)
- identifying *trends*
- producing realistic *scenarios* (with realistic *probabilities*) as well as *alternatives* and *wildcards*.
- *confidential*

This is our model.

What does the policymaker want and need?

Three approaches:

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Differences between “them” and “us”

(policymakers and analysts)

Same role in government, company, and society?

Same objectives? Same timelines for results?

Same definitions of interests?

Same skills and experience? Same expertise on issues?

Same accountability?

Same information?

Same work environment? Same office support?

Same personality?

Differences between “them” and “us”

(policymakers and analysts)

Do you think that ...

We're on the same team, with most objectives in common?

Different emphasis on objectives can usually be explained?

Differences are resolved differently in public and private sector?

In the end, the policymaker/decisionmaker is the boss and is ultimately more accountable than the analyst?

Respect is essential, and should be strong institutional ethic?

What does the policymaker want and need?

Three approaches:

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Difference between what the policymaker wants and needs?

- Why and when would the difference be significant?
- What factors cause this?
- What are some examples?

Difference between what the policymaker wants and needs?

- In your example, how did you control your impulses?
 - wishful thinking
 - biases
- When you're briefing a decisionmaker, how do you control his/her impulses?
 - clear tradecraft, including
 - drivers showing his/her possible influence
 - scenarios with meaningful probabilities*

**including, indirectly, good/bad prospects for scenarios premised upon his/her policies*

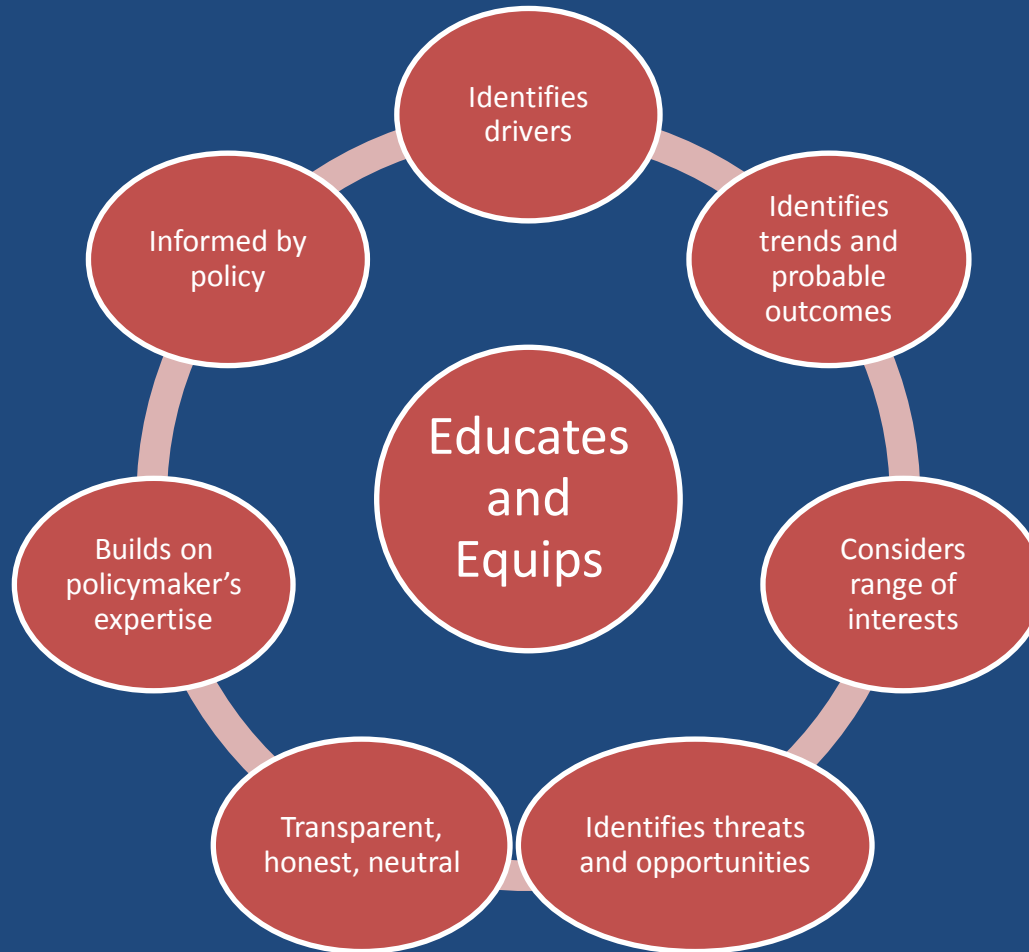
In its simplest form ... good analysis:

- Provides an accurate snapshot of what we *know* and what we *think* about a current situation
 - who, what, when, where, how, why
 - what's driving it – the “drivers”
- Identifies the *trends*
 - what's happening with each key driver
- Identifies potential *outcomes*, with some estimation of *probability*

These amount to the key judgments.

Good analysis educates ... is transparent ... policy-relevant ... dynamic.

In its simplest form ... good analysis ...



Good analysis is dynamic.

Success is ...

We succeed as analysts when our information and analysis enable policymakers to adopt policies that

- meet their short- and mid-term political needs, and
- serve the country's (or company's) short-, mid-, and long-term security, economic and social needs.

Failure is ...

We fail as analysts when our information and analysis leads policymakers to adopt policies that

- might or might not meet their short- and mid-term political needs,
- don't warn meaningfully of challenges,
- don't identify opportunities to move interests, and
- do not serve the country's short-, medium- or long-term security, economic and social needs.



is all too common.

Take a break

slides

Our Briefing Exercise (Tomorrow)

PURPOSES

- Deepen understanding of policymaker needs
- Improve analytical tradecraft
- Practice oral briefing skills

STEPS

Now:

- Choose a partner and sit with him/her
- Choose a topic to analyze and brief
- Analyze your decisionmaker's needs (Handout B)
- Fill out your decisionmaker survey (Handout C)

Later:

- Prepare your briefing

Tomorrow:

- As analysts, give oral briefing; Q&A
- As policymakers, receive briefing; Q&A
- Change roles
- Discuss strengths/weaknesses of process

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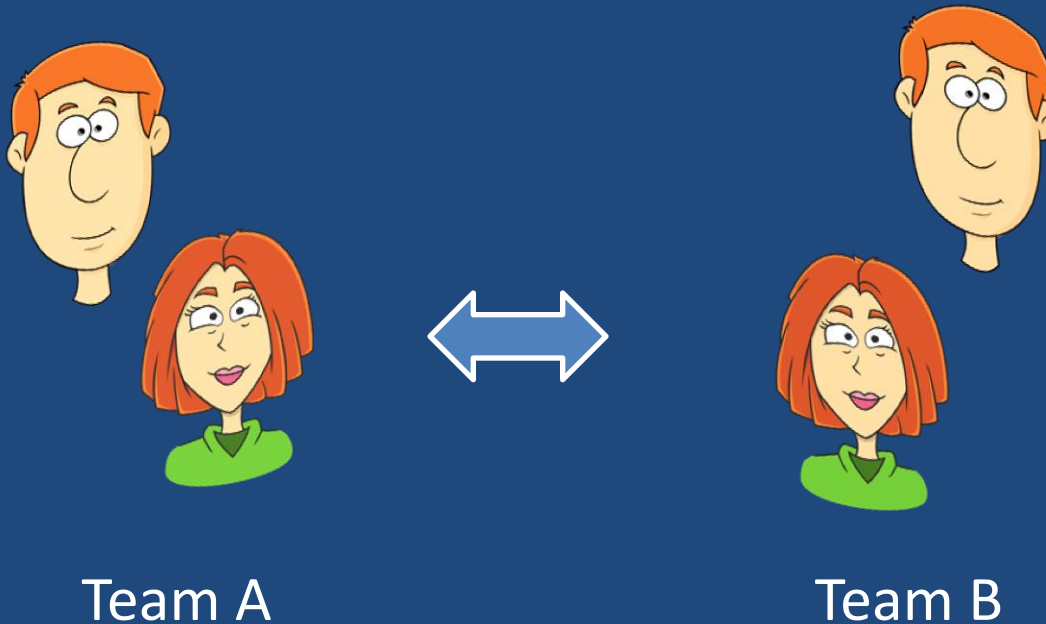
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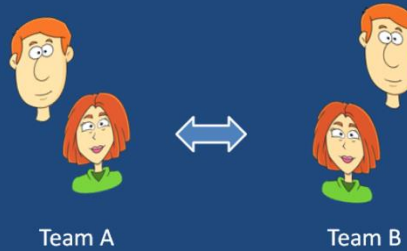
Our Briefing Exercise (Tomorrow)

Small-team exercise



1. Team A plays analyst/briefer; Team B plays policymaker
2. Team B plays analyst/briefer; Team A plays policymaker

BRIEFING TEMAS y EQUIPOS



[CLICK HERE TO
OPEN LIST](#)

Con cada tema ...

- Equipo A juega papel de analista/briefer sobre su tema, mientras Equipo B juega papel de su decisor.
- Equipo B juega papel de analista/briefer sobre su tema, mientras Equipo A juega papel de su decisor.

Tema Equipo A	Equipo A	Equipo B	Tema Equipo B
<i>Elecciones EEUU</i>	<i>Juan Emma</i>	<i>Nancy Carlos</i>	<i>Acuerdo de paz en Colombia</i>

[CLICK HERE TO
OPEN LIST](#)

Presentación de análisis

¿Qué es lo que tu decisor necesita saber?

El tema	¿A qué asunto quiero yo llamar la atención de los decisores?
Información/análisis	¿Qué pasa, y por qué? ¿Cuáles son los impulsores, las tendencias actuales, los escenarios, los variables?
Los intereses	¿Por qué es este tema importante para los decisores? ¿Cómo aumenta (o disminuye) la ventaja del país/empresa? ¿Cuáles son las probabilidades de los escenarios beneficiosos, y de los escenarios dañinos?
Las opciones	¿Qué puede hacer el decisor para influir la situación y prepararse para las consecuencias?
La inteligencia	¿Qué información tenemos ahora, y qué información tenemos que recoger o desarrollar, para ayudar al decisor entender la situación, tener alguna influencia sobre ella, y por lo menos reaccionar a ella?

Presentación de análisis

B

Equipo: _____ y _____

¿Qué es lo que tu decisor necesita saber?

El tema

Información/análisis

Los intereses

Las opciones

La inteligencia

Presentación de análisis



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What is Analytical Tradecraft?

- How does good tradecraft help us serve the policymaker?
- How does it help us as analysts protect our own equities?
- How does it make our lives easier and more fun?

What is Analytical Tradecraft?

How does good tradecraft help us serve the policymaker? How does it help us as analysts protect our own equities? How does it make our lives as analysts easier and more fun?

1. It is the CONSCIOUS and DELIBERATE process of evaluating and transforming raw data into descriptions, explanations, and conclusions for intelligence consumers –

- free from bias (ours or policymaker's)
- free from manipulation (the reporting agency's, source's or sub-source's)
- free from intellectual limitations (linear thinking)

2. Tradecraft is what enables us to look the policymaker in the eye and say:

We have examined the information and evidence we have, and we believe that ____ is occurring; it is being driven by ____; it appears likely to ____; and it has ____ implications. We also believe that, although less likely, the situation could evolve in ____ manner if ____ occurs, which would have ____ implications.

3. Tradecraft is also structured humility – the willingness to concede that

- any issue worth analysis is difficult
- our information rarely (or never) is good enough
- our speculation is “informed” by our expertise, but we don’t know as much as we think
- if our “probable” scenario doesn’t materialize, we also offer alternative scenarios

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What is Analytical Tradecraft?

Tradecraft

Can you believe what you see even
with your own eyes?

What is Analytical Tradecraft?

Tradecraft

The CONSCIOUS process of ...

- checking ASSUMPTIONS (*suposiciones*) and BIASES (*preferencias*) and channeling them into HYPOTHESES that you rigorously test
- knowing FACTS and testing them
- admitting information GAPS and exploring different possibilities of missing pieces
- studying DRIVERS and TRENDS of a situation
- looking at probabilities of various SCENARIOS
- examining IMPLICATIONS
- going back to CHECK and CHECK and CHECK

Who is the analyst?

Tradecraft

The analyst's personality usually includes ...

- intense curiosity
- skepticism of sources/information
- idealism (“truth shall set you free”)
- not cynicism or nihilism

He/she sometimes appears conflicted over ...

- relationship with team
- ability to come to closure
- arrogance vs. humility (!!!!)

What is the process? (1)

Tradecraft

Assumption - a proposition whose truth is established or otherwise accepted that we make CONSCIOUS as we enter the analytical process, usually in the formation of our hypothesis and first round of questions.

Hypothesis - a tentative assertion linking two or more phenomena, subject to testing and proof.

- Usually states a relationship between two or more things
- Is stated affirmatively
- Can be tested with empirical evidence
- The theory/underlying logic of the relationship makes sense

What is the process? (2)

Tradecraft

Main Elements

Drivers – factors influencing events

Trends – flows of events

Outcomes – where events will be at a certain point in time

Implications – what the events, drivers, trends and outcomes mean

Judgment – a statement that goes beyond available information to reach a conclusion on the basis of probabilities – an analytic leap from the known to the uncertain – and an honest assessment of our information.

Examples

Tradecraft

What are the
assumptions
hypotheses
key elements
drivers
trends
outcomes
key judgments
implications

Issues

Terrorism?
Change in Cuba?
Civil war in Syria?
Nuclear programs in Iran?
Migration_
Narcotics trade in Europe?
ISIS expansion in ME?

EXAMPLE

How well did U.S. intelligence agencies analyze the Tlatelolco Massacre?

BACKGROUND

- 2 October 1968
- La Plaza de las Tres Culturas, Tlatelolco, DF
- Students and others challenge government of President Gustavo Díaz Ordaz Bolaños
- Culmination of months of protests, confrontation, and tensions
- Hundreds dead; many more injured
- Olympic Games two weeks later

Documents declassified / published in 2003
by National Security Archives
www.nsarchive.gwu.edu

EXAMPLE

How well did U.S. intelligence agencies analyze the Tlatelolco Massacre?

QUESTIONS

Did U.S. intelligence ...

- understand the underlying dynamics?

- have good, objective sources?

- analyze information effectively?

- get information and analysis to policymakers in effective formats?

Did U.S. intelligence ...

- use good analytical tradecraft?

~~SECRET~~

STUDENTS STAGE MAJOR DISORDERS IN MEXICO

The disorders that began in Mexico City on 26 July are a classic example of the Communists' ability to divert a peaceful demonstration into a major riot. Technical intervention in a student problem several days previously were agitated by Communist youths out celebrating the Castro revolution. The result was a wild confrontation with police during which many injuries and much property damage occurred.

Student zeal to continue the campaign against police brutality and authority in general erupted into a second, more serious, and apparently spontaneous manifestation early on 30 July. Harsh police methods designed to break up a student fight apparently precipitated a general rampage of secondary school students that soon became uncontrollable. The federal paratroopers who were called in to restore order roughed up several hundred youths and broke into university-connected schools, thereby violating university autonomy.

Mounting student grievances over police treatment in the current crisis are aggravating the poor relationship between the students and the government. The Diaz Ordaz administration has been confronted with a continuing series of student strikes

over a variety of local issues for the past three years. Demonstrations of sympathy and support for their student comrades in Mexico City by provincial youth groups may preclude an early solution to the present situation. Two students are reported dead in the Mexican Gulf state of Tabasco in the wake of a student-police fray, and student rioting has occurred in Jalapa, the capital of Veracruz.

The administration has made good on Diaz Ordaz' warning several weeks ago to leading Communists that the government would hold them culpable for any disruption of order prior to or during the Olympics. The government's immediate response to the first outbreak on the 26th, [REDACTED] was to arrest a number of prominent Communists.

Although the government claims to have solid evidence that the Communist Party engineered the fracas on 26 July and reportedly has indications of Soviet Embassy complicity, it is unlikely that the Soviets would so undermine their carefully nurtured good relations with the Mexicans. [REDACTED]

~~SECRET~~

Page 20 WEEKLY SUMMARY 2 Aug 68 4

CIA WEEKLY REVIEW 2 August 1968

Assessing 26 July protest and government's reaction

- Some sloppy analysis on drivers
- Some contradictions between lead and conclusion

~~TOP SECRET~~

MEXICAN GOVERNMENT IN A QUANDARY OVER STUDENT CRISIS

An attempt to turn the student-government confrontation in Mexico into a dialogue appears to have broken down and there is still no clear indication of when or how the crisis will dissipate.

A brief standoff occurred when moderate student groups agreed to meet with government representatives offering joint investigation of charges against the authorities. Radical elements, however, buoyed by the government's defensive position since the huge, orderly student demonstration last week, have sabotaged conciliatory moves and worked to harden student positions. There is considerable incoherence on the student side, which lacks a recognized spokesman. The several presumptive spokesmen nevertheless appear unified on three basic demands: university autonomy, nonintervention of public forces in school matters, and repair of school buildings damaged during the riots. One student group claims that time is running against the government's side because of the approaching Olympic games, and is resisting all government overtures that are not direct and public.

There is no evidence that the government has in mind any major concessions to the students.

The government's dilemma comes from its belief that giving in to the students could invite further demands, but

that ignoring grievances would heighten the likelihood of further disruption of public order.

Dias Ordaz plans to make a strong statement on students and youth in his state of the union address on 1 September. The President considers that Mexican public opinion is more unsympathetic to the student causes than ever because of the riots.

measures on have made, disciplined their strength as to confront government. The holds the her violent t major dem- or 27 August.

~~TOP SECRET~~

Page 24 WEEKLY REVIEW 23 Aug 68

~~TOP SECRET~~

Page 25 WEEKLY REVIEW 23 Aug 68

CIA WEEKLY REVIEW 23 August 1968

Warns that dialogue
not working

- Reports on student, government positions
- "Possibility" of more violence

~~SECRET~~

MEXICAN GOVERNMENT STALLS STUDENT MOVEMENT

Encounters between students and police have decreased sharply and violence has virtually ended since the Mexican Government moved against student strikers last week. Uneasiness in Mexico City was evident, nevertheless, in the public confusion and panic buying that followed a rash of rumors that food and gasoline were in short supply. Some student leaders are threatening new street rallies in defiance of the official crackdown, and the violence is not yet clearly over.

The government delayed its offensive until student excesses led to several violent clashes with security forces on 28 August. Following a huge, orderly rally on 27 August, students attempted a "camp in" with tents on the capital's main plaza but were routed by police. Angered, the students later occupied the national cathedral, raised the black and red flag of anarchy in the plaza, and painted signs the carrying vulgar abuse of the President, who is usually held above political attack in Mexico.

These actions offended many Mexicans, including some previously sympathetic to the students, and the government took advantage of the changed climate to order the police to use force if necessary against the demonstrators and to detain a number of troublemakers.

In his state of the union message on 1 September, Presi-

dent Diaz Ordaz eloquently expressed the need to keep dissidence within legal bounds and firmly declared that excess would not be tolerated. He reaffirmed university autonomy and denied that it had been violated during recent disturbances.

The President ignored many of the student demands but gave minor concessions. While denying knowledge of any "political prisoners," he offered to free at once any whose case was brought to his attention. He further suggested open congressional hearings on the need to change Article 145 of the criminal code, which defines the crime of "social dissolution" under which alleged "political prisoners" are detained.

The President's speech seems to have divided the student groups, which have not yet offered a clear response. One organization issued a press release indicating its intention to continue the fight and its desire for a dialogue with the government "when the repression ends." There has been some mention of a "silent protest march" scheduled for 6 September and of several demonstrations on Independence Day, 16 September. With the opening of the Olympics scheduled for 12 October, the government will probably meet any attempt to resume demonstrations with very tough measures. ~~CONFIDENTIAL~~

①
~~SECRET~~

CIA WEEKLY SUMMARY 6 September 1968

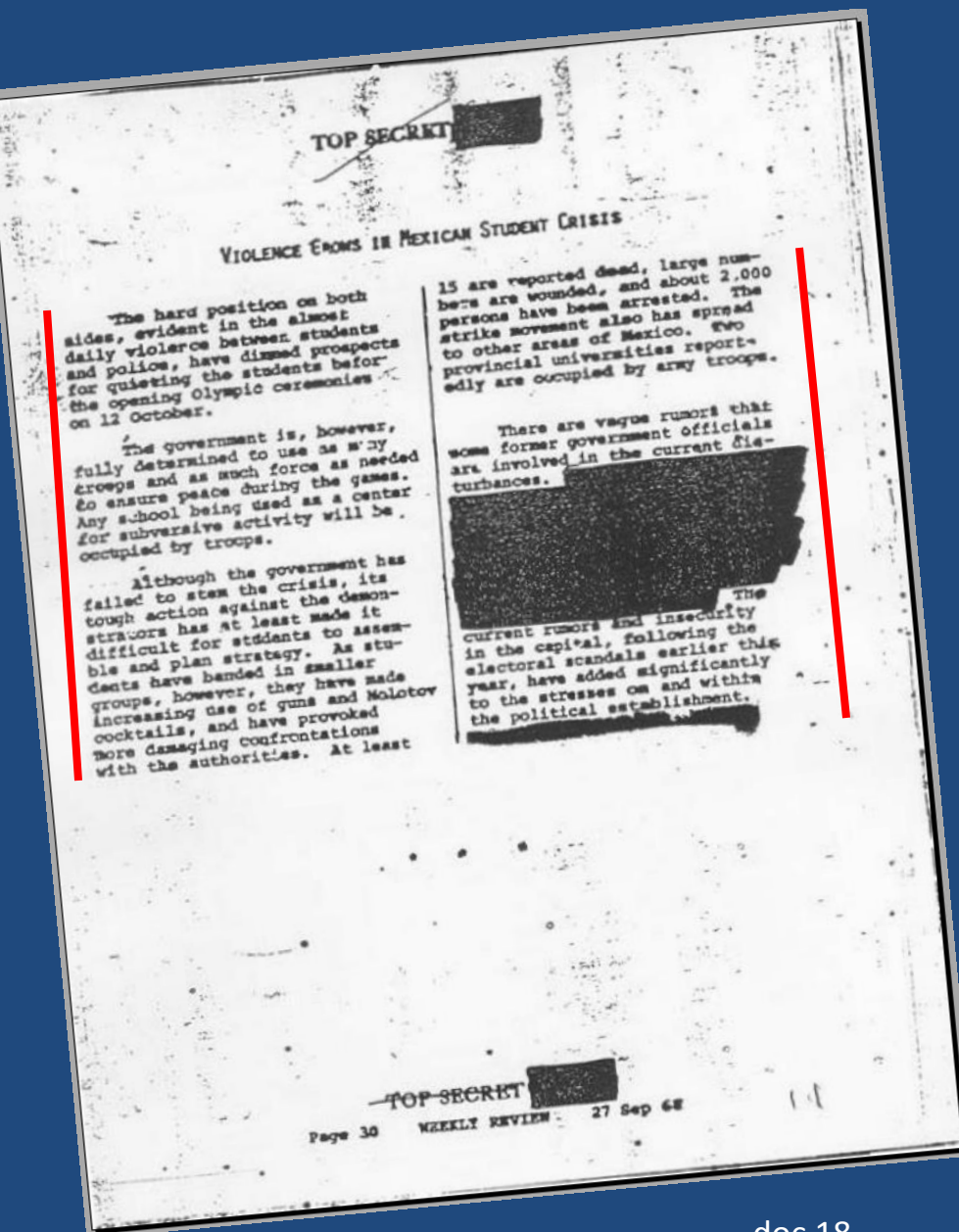
Summary of developments

- Updates popular attitudes since violence on 28 August
- Editorializes on Díaz Ordaz speech and impact
- Quality sourcing?
- Identifies trigger (Olympics) and predicts government response to demonstrations

CIA WEEKLY SUMMARY 27 September 1968

Basic warning about growing violence

- States government's resolve (although with weak sourcing)
- Transparency of info ("vague rumors")
- Notes growing stresses, suggesting trouble ahead



MEMORANDUM

THE WHITE HOUSE
WASHINGTONINFORMATION

Saturday - October 5, 1968

MEMORANDUM FOR THE PRESIDENT

SUBJECT: Mexican Riots - Extent of Communist Involvement

You asked about the extent to which the Cuban Communists or other foreign groups were involved in the Mexican riots this week.

The CIA analysis attached (Tab A) concludes that the student demonstrations were sparked by domestic politics, not masterminded by Cubans or Soviets. Their primary role was restricted to supplying some money to student groups.

CIA believes the weapons employed by the students could have been obtained locally. Although they did not start the trouble, Mexican Communists, Trotskyists, and Castroites all capitalized on the disorders once they began and took active parts.

In FBI report (Tab B) asserts that a Trotskyist group initiated the sniper fire at the police and army from prepared positions in various apartment buildings, and they were responsible for touching off the bloodshed. This so-called "Olympic Brigade" reportedly obtained automatic weapons from Cuban and Guatemalan extremist organizations and planned acts of sabotage during the Olympic games.

Walt Rostow
P.S. Bruno Pagliai called when he was in Washington for the Bank and Fund meetings. He had talked with President Diaz Ordaz. Diaz Ordaz vows that he will establish law and order and see the Olympics through.

Attachments
Tab A - CIA Memorandum
Tab B - FBI Report

Diaz Ordaz says that the riots were carefully planned. A good many people came into the country. The guns used were new and had their numbers filed off. The Castro and Chinese Communist groups were at the center of the effort. The Soviet Communists had to come along to avoid the charge of being chicken.

W.W.R.

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WHITE HOUSE MEMO with CIA Assessment 5 October 1968

Example of how good
analysis can be trumped
by back-channel info

Untested
Unevaluated

DECLASSIFIED
 Authority State Bu. 1/10/78
 By LSW, NARS, Date 1/10/77

INR Working Draft

CONFIDENTIAL

Student Violence and Attitudes in Latin America

Note: This is an INR working draft on student violence and attitudes in Latin America. It was completed in mid-November 1968 and contains only information available as of that date.

The Nature of Recent Disorders

Student disorders of unusual ferocity have plagued a number of Latin American nations since April 1968. Extensive property damage, hundreds of arrests and injuries and more than one hundred deaths have resulted from police/student clashes in Mexico, Brazil, Chile, and Uruguay. Similar but less violent disturbances occurred in all five several other countries. Political tensions heightened in all five countries and--while tempers have cooled since October 1968--the present atmosphere remains unsettled and the possibility of renewed violence cannot be discounted.

Mexico: Of all the countries in Latin America Mexico has experienced the highest degree of student unrest. Massive demonstrations by Mexico's university students have troubled the Diaz Ordaz government since late July 1968 when communist youths celebrating the July 26 anniversary of Fidel Castro's revolution managed to take over a peaceful student demonstration which had been authorized by the government. When police tried to disperse the crowd, rioting students burned buses and barricaded a four-block area of downtown Mexico City. About 4,000 students again demonstrated on July 29, at which time federal troops were used to restore order after police lost control of the student mob. Press accounts of the deployment of tanks and armored cars against student harricades scryed to picture Mexico as a battleground, not unlike Paris during the disturbances in the Spring of 1968. Several Mexican students were killed and more than 200 were injured during these battles with security forces.

Demonstrations, accompanied by occasional violence, continued throughout August and September, with the number of participants approaching 100,000 at times. Student grievances at first focused upon local issues of police brutality, release of arrested students, and a recognition of university autonomy which was violated on July 29. Cries were raised

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INR WORKING DRAFT 15 November 1968

Summary of protests –
with reflections on
implications for future

- Analyzes underlying drivers and pressure from Olympics
- Explains government allegations of external support
- States how government could turn things around

Other issues ...

Politicization - *politización*

Our value-added

Our customers

Maintaining our morale

Politicization

What is it, and why is it bad?

Why and how does it happen?

What forms does it take?

What is the role of feedback?

Politicization

How about “reverse” politicization – when we do it?

What is it, and why is it bad?

Why and how does it happen?

What forms does it take?

Politicization

How do we prevent either variety of politicization?

- Good tradecraft and transparency
 - Be honest about reporting
 - Set aside institutional preferences
 - Don't be influenced by access
- Stay up on policy and political developments
- Think like a policymaker
- Remember how “national interests” are determined
- Respect people's views. Respect processes.
Respect institutional roles. Respect democracy

Our value-added

What's our unique contribution?

- Clandestine or special info?
- Subject expertise?
- Timeliness?
- Tradecraft?
- Lack of agenda?
- Warning or opportunity analysis?

Are we basically an internal news outlet competing with external news outlets?

Our customers

Who are our customers?

- Executive branch only?
- Our operational colleagues?
- Private-sector contacts?
- Press (via backgrounders)?
- “The people” (e.g., white papers)

Our Morale

How do we analysts keep up our morale?

Our work can be fun but is often difficult.

We don't get the same “ego candy” as many of our operational colleagues and policymakers.

So ...

- How do we remain motivated?
- How do we charge our batteries?
- How do we feel good about ourselves?
- How do I know if I'm doing a good job?

Consolidate

We have discussed ...

The policymaker's needs and wants – his/her “world”

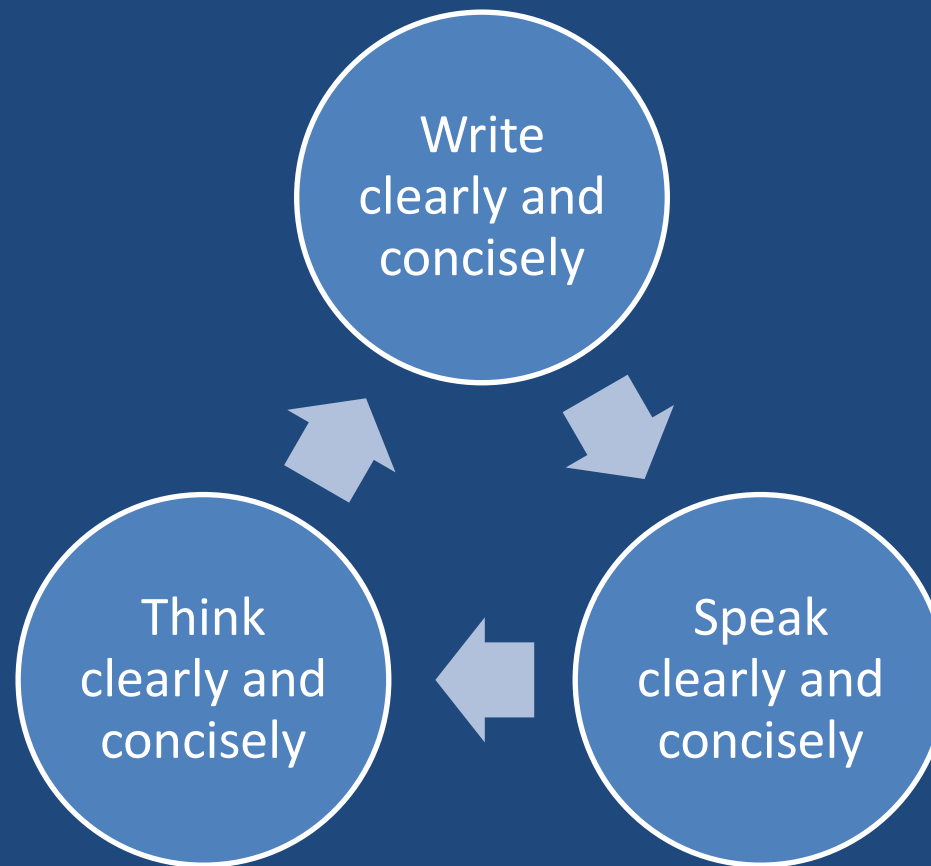
The tradecraft and skills that enable us to meet those needs without the pitfalls of politicization – to be relevant but not prescriptive

The attitude and knowledge that can enhance our performance and professionalism

And now ... how to brief your analysis

- What is the value of briefing skills?
- What makes a good briefing?
- How can I prepare for a briefing?
- How do I handle challenges during the briefing (short time, new or difficult questions, etc.)?
- How do I evaluate the effectiveness of my briefing?

Why are briefing skills so important?



What's the purpose of a good briefing?

In business ...

To convince someone of something.

To make the “sale”

For us ...

To sharpen our own thinking

To help policymakers

To save everyone time

“To do our job”

First Briefing

Your first exercise – self-introduction:

You wrote notes for a 30-second briefing that tells us who you are.

WHY IS THIS A PARTICULARLY IMPORTANT SKILL?????

First Briefing

How to introduce ourselves
in 10 seconds

- Identify your purpose; prepare; practice
- Use your voice, eyes, posture to project energy and competence
- Speak in complete sentences, with complete thoughts
- Speak naturally, and avoid slang
- Emphasize the positive without being arrogant



Gilda Bonanno

Video

How often do you brief now?

- How often do you do oral briefings?
- How long are your briefings?
- Who are your customers? How many at a time?
- How many other briefers or supervisors participate?
- How often do you get questions?
- What problems/challenges do you encounter?

Our Objectives

- Build on what you already know about briefing and what you do in your current jobs
- Discuss styles – our own, our institution's, and our customers'
- Agree on what policymakers want and need – and the difference between the two
- Discuss how to say more with fewer words
- Identify ways to improve

What are the advantages of doing an oral briefing?

Exposure to policymaker's logic, thoughts, processes, values

Flexibility

Q&A allows depth, confirmation that message was received

Greater confidentiality

Greater relevance, credibility (by virtue of access)

What are the characteristics of a good briefing?

Brief, brief, brief, brief, brief, brief

Appropriate to policymaker's culture (while protecting ours)

Transparent regarding limits of information

Uses good tradecraft

Shifts according to policymaker's needs

Why is a briefing BRIEF?

Everyone is busy.

Human mind likes brevity.

Better comprehension and retention.

Forces us to be disciplined in information, analysis, thought.

The importance of brevity

It is my ambition to say in ten sentences what others say
in a whole book.

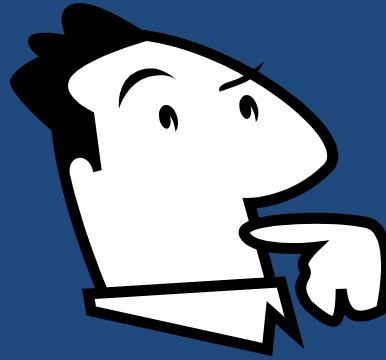
Friedrich Nietzsche (1844-1900)

I would have written a shorter letter, but I did not have
the time.

Blaise Pascal (1623-1662)

The most valuable of all talents is that of never using two
words when one will do.

Thomas Jefferson (1743-1826)



On your handout labeled “Mini-exercises,” write down – in 40 words or less – what we need to know about a topic you like:

las relaciones México-EEUU

la integridad de FIFA

el terrorismo global

el futuro de Centroamérica

la comida mexicana

el mejor destino turístico del mundo

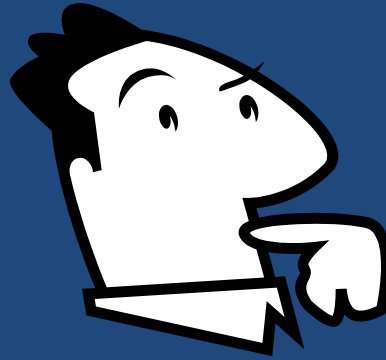
... u otro tema que te interesa



Mini-ejercicios



1.	En 40 palabras o menos, dinos qué necesitamos saber sobre el tema que has escogido.
2.	Explica cómo cambiarías esa presentación en situaciones diferentes – como el contexto profesional, vida personal, o conversación con personas de cultura ajena.
3.	¿Cómo ajustarías el nivel de transparencia en tus comentarios según tus interlocutores?
4.	Mientras avanza la conversación, ¿cómo ajustarás el contenido y estilo de tus comentarios?



Now tell us ... your 40 words

- What facts did you write?
- What analysis did you write?
- What vocabulary and tone did you use?
- What was your scope?

What audience did you envision – and how would you change it for a different audience?

Why does a briefing have to be APPROPRIATE TO CULTURE?

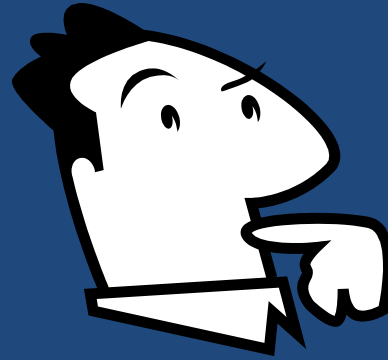
Appropriate to policymaker's culture (while protecting ours)

Professional language – e.g., not slang

Precise language – e.g., on probability

Understand his/her needs, including level of detail

Respect his/her prerogatives



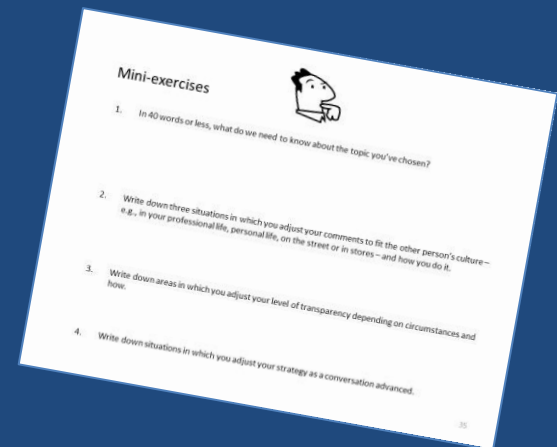
On your handout, write down other areas in which you adjust your comments to fit the other person's culture.

in your professional life?

in your personal life?

on the street or in stores?

AND how do you do it?



Mini-ejercicios



1.	En 40 palabras o menos, dinos qué necesitamos saber sobre el tema que has escogido.
2.	Explica cómo cambiarías esa presentación en situaciones diferentes – como el contexto profesional, vida personal, o conversación con personas de cultura ajena.
3.	¿Cómo ajustarías el nivel de transparencia en tus comentarios según tus interlocutores?
4.	Mientras avanza la conversación, ¿cómo ajustarás el contenido y estilo de tus comentarios?

Why does a briefing have to be TRANSPARENT?

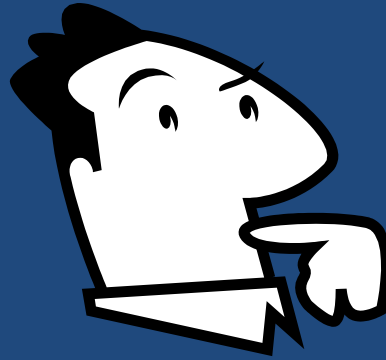
Transparent regarding limits of information

Appropriate level of honesty

Make logic clear

Don't exaggerate the quality of data or judgments

Don't exaggerate your confidence



On your handout, write down areas in which you adjust your level of transparency depending on circumstances.

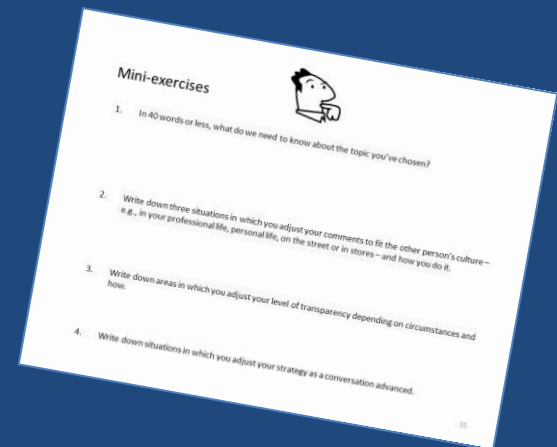
in your personal life?

in a religious context?

in a judicial context?

in a commercial context?

AND how do you do it?



Mini-ejercicios



1.	En 40 palabras o menos, dinos qué necesitamos saber sobre el tema que has escogido.
2.	Explica cómo cambiarías esa presentación en situaciones diferentes – como el contexto profesional, vida personal, o conversación con personas de cultura ajena.
3.	¿Cómo ajustarías el nivel de transparencia en tus comentarios según tus interlocutores?
4.	Mientras avanza la conversación, ¿cómo ajustarás el contenido y estilo de tus comentarios?

Why does a briefing have to use GOOD TRADECRAFT?

Uses good tradecraft

Combination of ...

- transparency (on info, logic, etc.)

- agreed-upon logic and models

- careful selection of words

- examination of alternative interpretations

- knowledge of implications

- neutrality/objectivity/value-free

Why does a briefing have to ADAPT AS NEEDED?

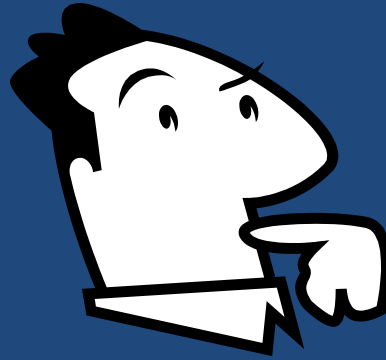
Adapts according to policymaker's needs

Aware of policy options and their evolution

Aware of policy actions already taken

Respond to questions

Adjust to customer's style



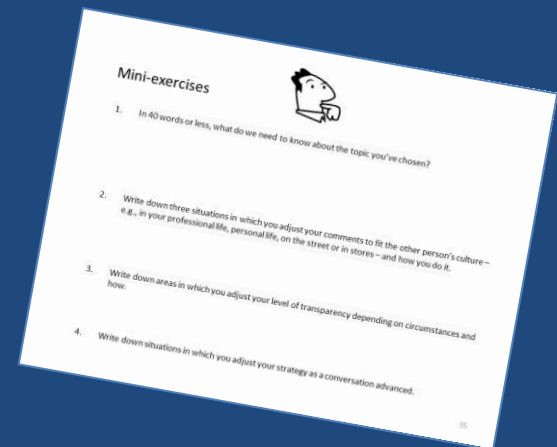
On your handout, write down situations in which you adjust your strategy as a conversation advances.

in your personal life?

in a professional situation?

in a business context?

AND how do you do it?



Mini-ejercicios



1.	En 40 palabras o menos, dinos qué necesitamos saber sobre el tema que has escogido.
2.	Explica cómo cambiarías esa presentación en situaciones diferentes – como el contexto profesional, vida personal, o conversación con personas de cultura ajena.
3.	¿Cómo ajustarías el nivel de transparencia en tus comentarios según tus interlocutores?
4.	Mientras avanza la conversación, ¿cómo ajustarás el contenido y estilo de tus comentarios?

Summary

A good briefing is brief, focused, based on the policymaker's needs, flexible, transparent, and analytically solid.

You want to have the persuasive force of a business presentation but without the manipulation and personal incentive.

IN ADDITION



A good INTELLIGENCE briefing

Never ... **NEVER** ... *NEVER* ...

NEVER ... **NEVER** ... *NEVER* ...

NEVER ... NEVER ...

Never ... never ... crosses the line into policy!

Video



José Hermida
Asesor
Revista Emprendedores

Video



How to build a briefing



Time

Increase Attention and Retention

You have NINE seconds to engage your listener.

We all have a “learning curve” and “forgetting curve.”



Always steeper ... and is *surely*
getting worse with distractions.

Most people forget ...

40 percent by the end of the presentation

60 percent by the end of the day

90-100 percent by the end of the week

Time

Attention and Retention

To increase attention and retention, presentations must be

- Simple, focused

- Attractive (and maybe a little entertaining)

- Relevant

We achieve that by ...

- Knowing our audience, their situation, and their needs

- Making an “emotional” connection (showing that you care)

- Making our message clear

Audience

Know who you're talking to

KNOW THE AUDIENCE

Know who they are

Know what they need and want (from the issue and from you)

Know and understand what's at play in this issue for them

Know how much do they know ... and want and need to know

Know that they are BUSY – busier than you are!

Aristóteles: El tonto trata de persuadirme con sus argumentos, y el sabio con los míos.

Audience

Know who you're talking to

MAKE AN “EMOTIONAL” CONNECTION

Care about your issue, and show it

Care about your customer, and show it

Show your respect for the policymaker by respecting his/her time and perspective, not by being obsequious

Message

Know what you say



MAKE YOUR MESSAGE CLEAR

Decide what your main message is
Know which information is necessary for that message
Know which information is MOST important
Drop the information that is not important

The very first question you must ask yourself:

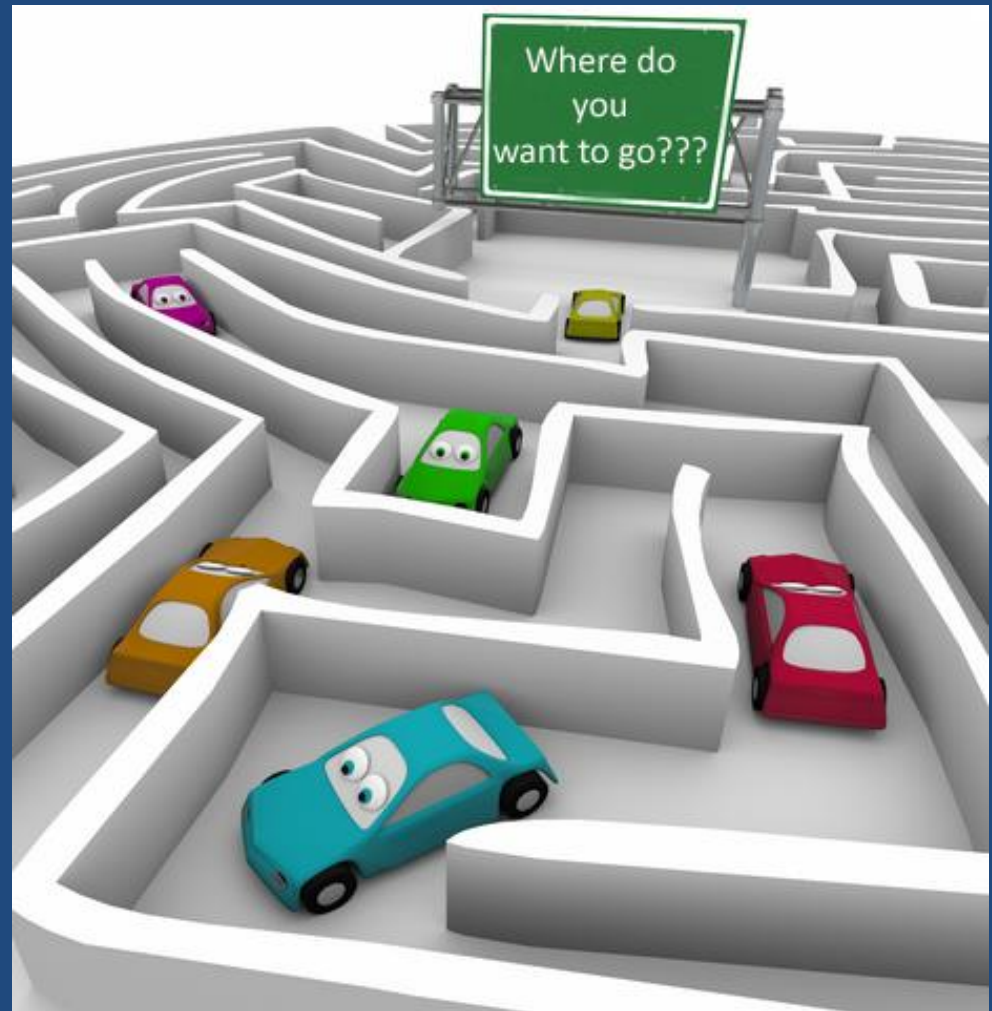
“What is the purpose of my briefing?”

Your intention should be so clear that you can state it in one sentence.

Message

Know what you say

“If you don’t know where you’re going, your probably not going to get there.”



Message

Know what you say

MAKE YOUR MESSAGE CLEAR

Two very important points:

1. As always, *showing* your message is more effective than *telling* your message.
2. A few policymakers will respect your command of details, but NO policymaker wants to hear them.

Edit out anything that doesn't support your main message.



SHOW. DON'T JUST TELL.

Style

Know how you say it

USE THE RIGHT VOICE

Use a voice – including vocabulary – appropriate for the circumstances and institutions.

Speak clearly but not as if talking to moron.

Sound like you care – neutral but not aloof.

Project confidence without arrogance – use the right intonation.

Avoid slang and jargon (yours or the policymaker's).

Be careful with euphemisms.

Be careful with humor.

Style

Know how you say it

WATCH BODY LANGUAGE AND PACE

Sit up straight but natural.

Look at the policymaker – in the eye – but don't be weird.

Use hands and body as part of message, but don't fidget.

Be swift, but don't race. Be agile.

Welcome (or at least pause for) interruptions.

IMAGINE someone you know and like on the other side of the table.

Style

Know how you say it

VERY IMPORTANT:

Be natural. Be yourself.

Remember you are there as an expert talking to a generalist.

Look for signals on receptivity, preferences.

Adapt as needed.

Have fun.

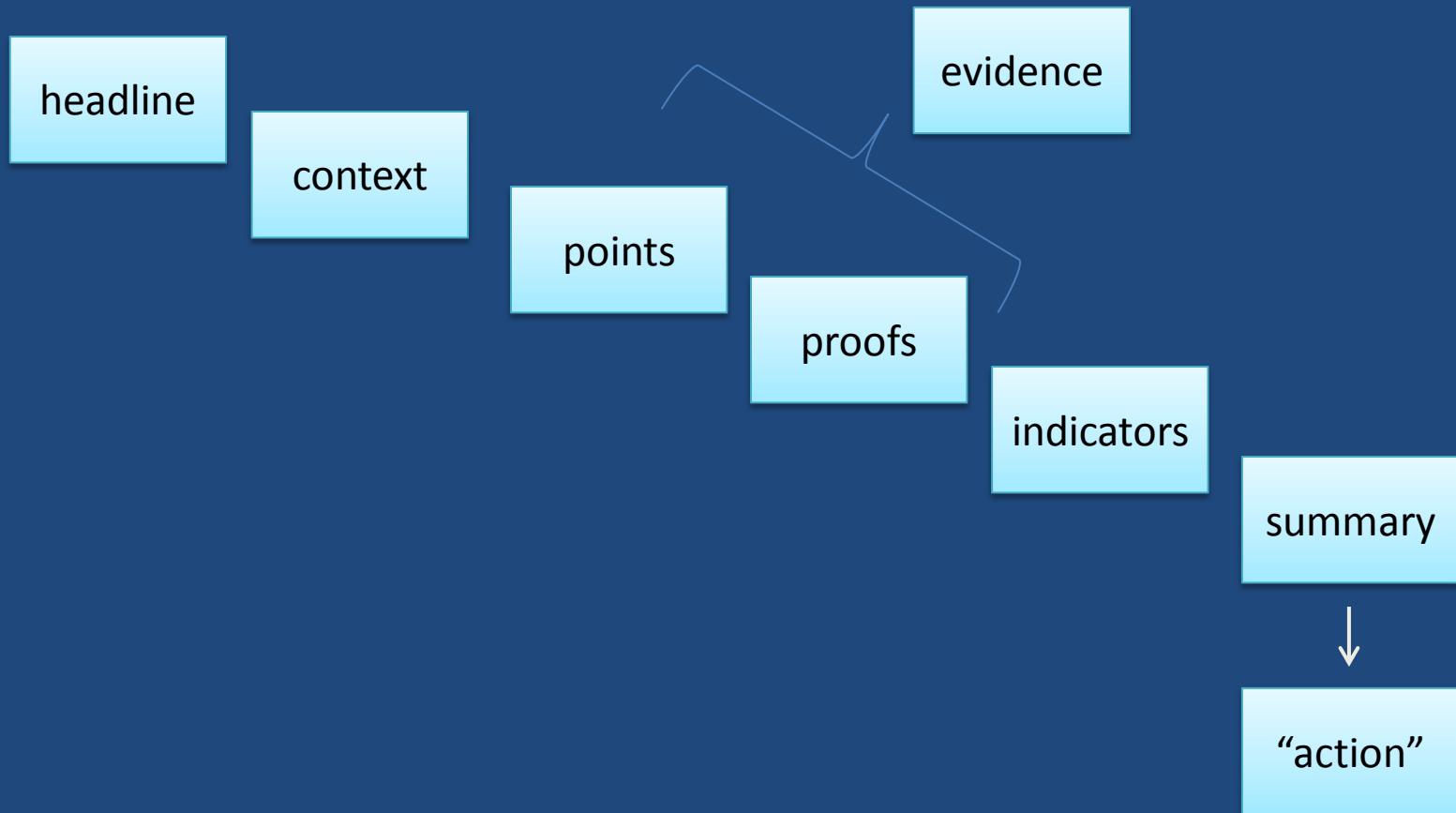
Breathe!!!!

NEXT

How to build a traditional briefing ... by
modules.

HOW TO BUILD A BRIEFING

The seven traditional modules



HOW TO BUILD A BRIEFING

Module #1

headline

- your most important point
- ready for delivery at any time
- memorable

Module #2

context

- background information
- bare essential for understanding
- not history for history sake

HOW TO BUILD A BRIEFING

Module #3

points

- “sub-headlines”
- major supporting conclusions

Module #4

proofs

- three major kinds:
 1. facts
 2. analogies
 3. anecdotes
- support conclusions
- indicate the quality/strength of information

HOW TO BUILD A BRIEFING

Module #5

indicators

- these “signposts” in business are lock-in phrases
- in analysis, they’re events that validate conclusions

Module #6

summary

- very briefly sum up your key judgment
- in analysis, this can be future scenario(s)

Module #7

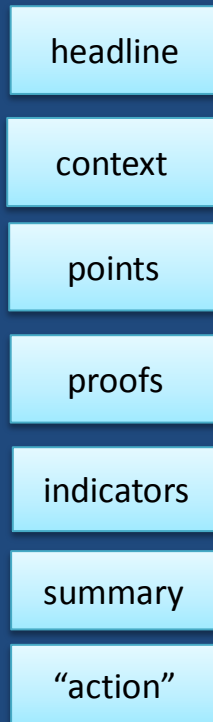
“action”

- in business, it’s the big pitch
- in analysis, it’s a statement of the implications of events for the policymaker

HOW TO BUILD A BRIEFING

The seven traditional modules

Briefing format



The five analytical modules

Analytical elements



HOW TO BUILD A BRIEFING

The five analytical modules

juicios principales

impulsores

corrientes/tendencias

escenarios

implicaciones

AN EXAMPLE: Cuba

Cuba has begun a transition to a new political-economic system

juicios
principales

Cuba is making changes in its economy and, ultimately, its political system.

impulsores

Biological reality
Economic necessity.
Popular expectations.

Regional change.
National pride.
U.S. normalization

corrientes /
tendencias

Castro brothers are still alive and, even though their rhetoric suggested “die with boots on,” they’re allowing change.

New laws on
taxation,
property --
stimulating
growth.

Laying off state
workers,
creating new job
categories.

Allowing greater
debate, even if
dissidents still face
arrest. “Dentro
del partido.”

escenarios

More likely: Stable, evolutionary change -

Continued growth in non-government sectors, better diet, etc.

Some relaxation of state media.

Some greater confidence in future.

Rather than cling to a failed political-economic model, Cubans are developing their own eclectic model.

Alternative: Continued deterioration if not breakdown

New policies fail to produce results.

Popular impatience mounts, etc.

implicaciones

The implications are potentially big ... new opportunities ... new relationship ... new regional role for Cuba ... etc., etc.

Enough for one day?

See you tomorrow.



DAY TWO

Producto de Inteligencia

Delivering Quality Analysis to Decisionmakers

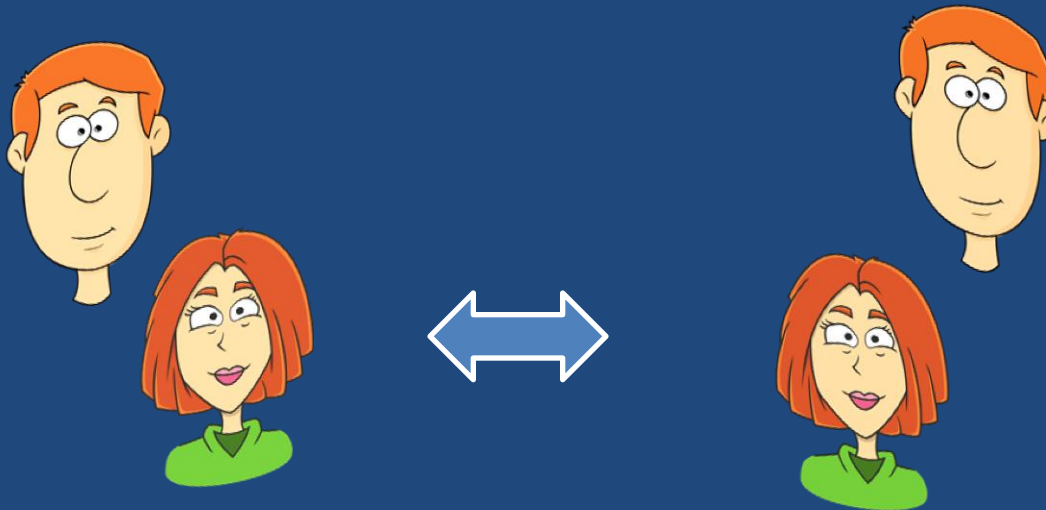
11-12 November 2016
Guanajuato

Fulton Armstrong



Our Briefing Exercise

Small-team exercise



Team A

Team B

[CLICK HERE TO
OPEN LIST](#)

1. Team A plays analyst/briefer; Team B plays policymaker
2. Team B plays analyst/briefer; Team A plays policymaker

Our Briefing Exercise (Tomorrow)

PURPOSES

- Deepen understanding of policymaker needs
- Improve analytical tradecraft
- Practice oral briefing skills

STEPS

Earlier:

- Choose a partner and sit with him/her
- Choose a topic to analyze and brief
- Analyze your decisionmaker's needs (Handout B)
- Fill out your decisionmaker survey (Handout C)

NOW:

- Prepare your briefing

Tomorrow:

- As analysts, give oral briefing; Q&A
- As policymakers, receive briefing; Q&A
- Change roles
- Discuss strengths/weaknesses of process

Presentación de análisis

B

Equipo: _____ y _____

¿Qué es lo que tu decisor necesita saber?

El tema

Información/análisis

Los intereses

Las opciones

La inteligencia

HABIENDO ANALIZADO LAS
NECESIDADES ANALÍTICAS DE SU
DECISOR EN ESTE PAPEL
(HANDOUT "C"), PREPAREN UN
BRIEFING QUE LAS SATISFAGA

Intelligence Briefing

Tema: _____ Nombres: _____

D

Elementos analíticos

juicios
principales

impulsores

corrientes/
tendencias

escenarios

implicaciones

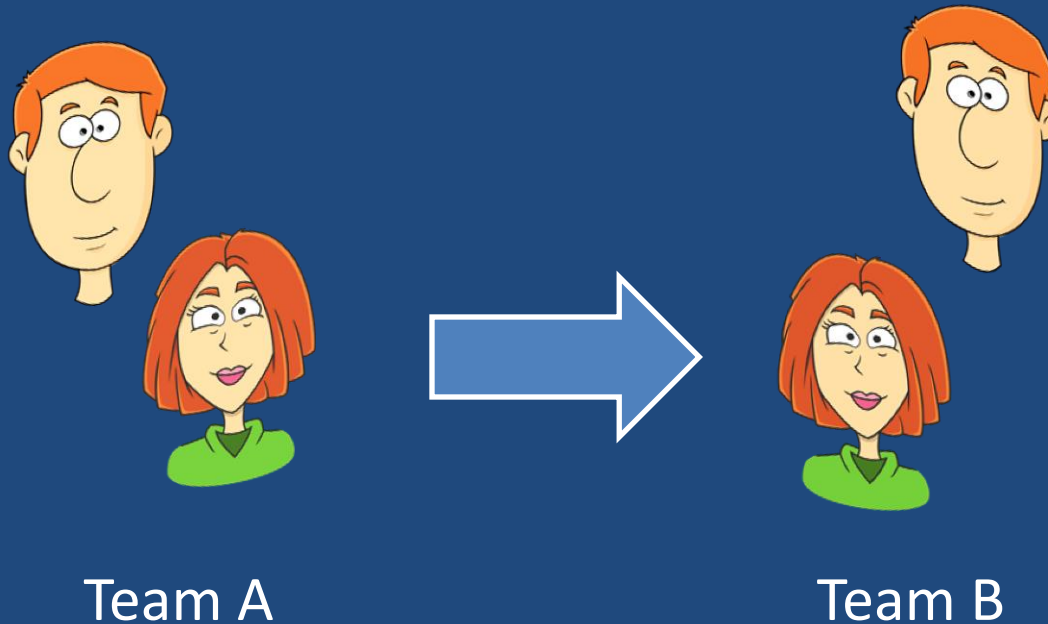
Su briefing tiene que incluir todos los elementos analíticos básicos



30 mins

Our Briefing Exercise

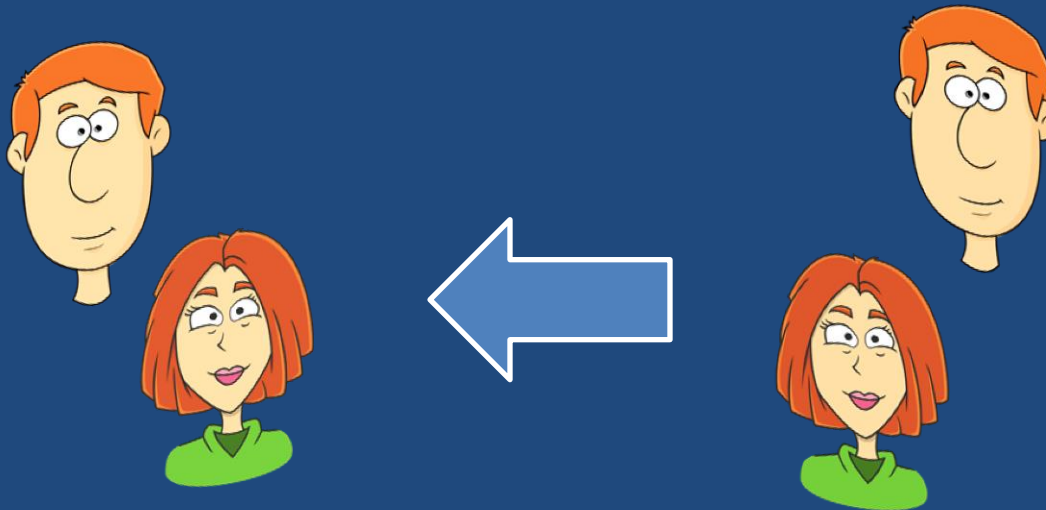
Small-team exercise



Equipo A juega papel de analista/briefer sobre su tema, mientras
Equipo B juega papel de su decisor.

Our Briefing Exercise

Small-team exercise



Team A

Team B

Equipo B juega papel de analista/briefer sobre su tema, mientras
Equipo A juega papel de su decisor.



Intelligence Briefing

E

Tema: _____
Decisores: _____
Analistas/briefers: _____

Notas de evaluación

juicios
principales

¿Cómo salió el briefing? ¿Incluyeron todos los elementos analíticos básicos?

impulsores

¿Entendieron bien los briefers las necesidades de los decisores? ¿Las satisficieron?

corrientes/
tendencias

¿Se mantuvieron desinteresados los analistas, o se metieron con recomendaciones?

escenarios

¿Había algo que los analistas podrían haber hecho mejor?

implicaciones



10 mins

Intelligence Briefing

Evaluation

Did briefers show they knew (and cared about) the **POLICYMAKERS' NEEDS**?

Was each briefer's **KEY JUDGMENT(S)** clear?

How well did they state the **DRIVERS**?

Did they provide a clear statement of the **TRENDS** surrounding the drivers?

Did they give the policymaker a clear vision of the **MORE LIKELY SCENARIO** and possible **ALTERNATIVE SCENARIO** (linked back to the drivers)?

Did the offer analysis of the **IMPLICATIONS** of the scenarios?

Were they prepared for **Q&A**?

Intelligence Briefing

E

Tema: _____
Decisores: _____
Analistas/briefers: _____

Notas de evaluación

juicios
principales

¿Cómo salió el briefing? ¿Incluyeron todos los elementos analíticos básicos?

impulsores

¿Entendieron bien los briefers las necesidades de los decisores? ¿Las satisficieron?

corrientes/
tendencias

¿Se mantuvieron desinteresados los analistas, o se metieron con recomendaciones?

escenarios

¿Había algo que los analistas podrían haber hecho mejor?

implicaciones

Application

How easily can you adapt this sort of approach to your current and future work?

What will you do differently? Why?

Challenges

Why is briefing difficult?

Substance: Any topic worth briefing is going to be a difficult topic.

Process: We have to maintain our integrity and expertise while stepping into policymaker's shoes and broader view.

Environment: When briefing, we go onto policymaker's turf – and rules.

Uncertainty: We don't know the reactions and questions we will face.

Nerves: Our bodies react to stress, making it harder for us to be agile.

Why else?????

Challenges

How can we overcome each?

Substance:

Process:

Uncertainty:

Nerves:

*If time permits,
additional advice*

Today's exercise

Review

How well did the analytical model work?

Which briefing preparation helped most?

What could we do better?

How can you apply these models and techniques to your work?

Today's exercise

Practice when you want ...

In 60 seconds, tell us ...

how to tie a tie

how to fry an egg

how to parallel park a car

why we should believe you were a beautiful baby

why polygamy is OK for men? for women? for both?

the differences between Mexicans and other Latin Americans

Questions?

Comments?

Feedback?

Thank you!

Fulton Armstrong

farmstro@american.edu



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