

Curriculum Models for Educational Programs
Jerry Miller 1996

The following educational modules and competencies outline the skills and abilities that intelligence professionals must possess to be effective. Over ninety SCIP members worked together during the past two years to generate these educational guidelines. This group first developed the competencies, or abilities, that professionals obtain from inherent traits, coursework, mentoring, and work experience. Then, at the 1996 Annual Conference, twenty-five SCIP members developed the educational modules based on the list of competencies.

The modules serve as clusters of topics for inclusion within a comprehensive curriculum, whether in formal, academic settings or professional seminars. As you will see, these modules adhere to the four-step, intelligence cycle: 1) obtaining CI requests, 2) collecting the necessary information, 3) analysis and synthesis of information, and 4) communicating intelligence. In addition, intelligence professionals must understand contextual and managerial issues to be effective in their work.

Instructors could cover the skills within the four-step cycle followed by the contextual and managerial topics, embellishing the principles with case studies. Another approach might be to use best/worse-practice scenarios as a framework for introducing the modules. In either approach, instructors should incorporate real-world settings across the program.

Current literature contains materials which supports these modules; however, gaps exist. Therefore, it is my hope to address this problem by developing appropriate educational materials with the assistance of other practitioners. Finally, because of the encouragement of many intelligence professionals, I will continue to work with other practitioners to promote a curriculum for intelligence professionals within schools of business.

If you have any comments or questions about these modules or the other related initiatives, please contact me.

Thank you,

Jerry P. Miller
Associate Professor, Simmons College
Boston, Massachusetts, USA
Member, SCIP Board of Directors
Tel: +1 617-521-2809
Fax: +1 617-521-3192

COMPETENCIES FOR INTELLIGENCE PROFESSIONALS

Professionals must possess specific skills to effectively execute the various phases of the intelligence process. They obtain these abilities from four sources: 1) inherent traits, 2) coursework, 3) professional experience, and 4) mentors. Building upon one another, these four sources provide the range of competencies that successful practitioners need. Educational administrators must appreciate the importance of the four sources, rather than adopt the simplistic concept that course taught by inexperienced educators can serve as the exclusive means for gaining expertise. The following list of competencies was derived from discussions with practicing professionals. Note that teaching, experience, or mentoring can often enhance skills that were acquired from another source.

Traits: creativity, persistence, written and oral communication skills, analytical ability, understanding of scientific methodology, independent learning skills, and business savvy.

Teachable Skills: strategic thinking, business terminology, market research and presentation skills, knowledge of primary information sources and research methods; enhancement of: journalistic interviewing and communication skills, analytical ability, and a familiarity with scientific methodology.

Professional Experience: knowledge of corporate power structures and decision making processes, industry knowledge; enhancement of: primary research skills, business savvy, and journalistic interviewing and observational skills.

Mentoring: creativity, persistence, strategic thinking, and business terminology; enhancement of: communication skills, and research skills.

The successful execution of the phases of the intelligence process requires this range of skills. Having the capabilities to frame research issues, to execute the research techniques and to analyze the data and communicate their findings, requires potential practitioners to fully develop their expertise. Professionals may attain some competencies from a different source. For example, lacking a specific trait, an aspirant may obtain a skill within a formal educational setting.

However, deficiency in any one of these competencies within the workplace can prove detrimental; specifically, the organization will not act on the intelligence. Today's business executives are less tolerant of ill-equipped professionals and prefer to retain those with a broad set of skills. Therefore, potential practitioners, employers, and educators must recognize how inherent traits, experience, mentoring, and teaching together offer the composite of the required competencies.

CI CURRICULUM GUIDELINES

Contextual Issues

- Define the intelligence function.
- Explain how the intelligence cycle transforms information into intelligence.
- The intelligence cycle: 1) clarify initial request; 2) develop and execute a collection plan; 3) collate and analyze information; and 4) communicate disseminate actionable intelligence to decision maker(s) at the right time and place and in the right format.
- Explain the role of competitive intelligence within decision making, strategic planning, and business development.
- Differentiate between competitive, competitor, business, technical, and counterintelligence.
- Discuss the importance of a learning/knowledge-based organization.
- Develop insights on how to identify the strengths, weaknesses, and biases regarding information-sharing within an organization.
- Present models for the structure and organization of a competitive intelligence unit and the pitfalls of various alternatives.
- Offer alternative structures depending upon organizational size.

Managerial Issues

- Discuss how to conduct a decision audit, an information audit, and a knowledge audit and the importance of these insights.
- Present ways to keep current with advancements in information technology.
- Present methods for creating a competitive intelligence culture.
- The methods and importance of conducting an ongoing 3600 SWOT analysis.
- Discuss ways to market/sell competitive intelligence within the organization.

THE COMPETITIVE INTELLIGENCE CYCLE

1) Obtaining CI Requests

- Understand how to identify and elicit the intelligence needs of decision makers exactly.
- Develop effective communication, interviewing, and presentation skills.
- Understand basic psychology types to appreciate the different orientations of decision makers.
- Know the organizational structure, culture, and environment as well as the key informants.
- Remain objective.
- Articulate intelligence needs into the intelligence cycle.
- Know the internal and external capabilities.
- Conduct an information resource gap-analysis.

2) Collecting Necessary Information

- Obtain knowledge of primary and secondary sources.
- Know the various methods for accessing internal and external, primary and secondary sources.
- Manage primary and secondary sources appropriately.
- Know how to execute the triangulation, multimethod, multi-source approach.
- Develop confidence level by ensuring reliability and validity of sources.
- Recognize anomalies in the information.
- Know the difference between hypothesized and open assumptions and why.
- Develop formal research skills.
- Recognize corporate information-gathering patterns and collect accordingly.
- Know the ethics associated with data gathering.
- Become keenly aware of security, legal, and counterintelligence issues as well as how international and cultural issues affects the intelligence cycle (overlay).

3) Analysis and Synthesis of Information

- Recognize the interaction between the collection and analysis phases.
- Analyze creatively.
- Employ inductive and deductive reasoning.
- Use network analysis, alternative thinking.
- Obtain an overview of basic analytical models; introduce exciting and attractive models first to elicit the discovery notion of analysis rather than the dry, research approach.
- Know when and why to use personality profiling, financial analysis, economic analysis, accounting analysis, trend analysis, risk assessment, quantitative and qualitative analysis, influence diagrams, opportunity analysis, pattern analysis, core vulnerabilities analysis, event analysis, linchpin analysis, etc.

- Recognize the inevitable existence of gaps and blindspots.
- Know when to cease analyzing (analysis paralysis).

4) Communicating Intelligence

- Use persuasive presentation skills.
- Demonstrate empathy and use counseling skills, when appropriate.
- Organize findings and convey them with assertiveness and diplomacy.
- Use the format or media appropriate for each end-user.
- Recognize the effective volume and level of disseminating intelligence.
- Realize that listening can also be a form of presenting