

MIPB

Military Intelligence Professional Bulletin

October - December 2010

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HT-JCQE

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T i n g e n c e





HT-JCOE Director's Message

Our priority is clear: we will train a professional HUMINT warfighter fully prepared to meet current and emerging requirements of the Defense HUMINT Enterprise. This organization continues to evolve as the operational environment transforms. HUMINT Training-Joint Center of Excellence (HT-JCOE) is the Department of Defense's only training center for advanced HUMINT professionals. HT-JCOE continues to grow and is now comprised of West and East Campuses; the West Campus, the focus of this issue of MIPB, primarily trains HUMINT skills to meet tactical and operational requirements. HT-JCOE continues as the premier HUMINT training facility and the home of Defense HUMINT for the Defense HUMINT Enterprise.

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We aggressively engage and collaborate with academia, Combatant Commanders and representatives throughout the Defense HUMINT Enterprise to develop and deliver robust world class HUMINT training. The HT-JCOE continues to provide experiential-based relevant and realistic joint HUMINT training in response to the requirements of the Defense HUMINT enterprise. We quickly adapt and evolve our training focus and methods to address the challenges faced by the HUMINT warfighter during the conduct of conventional, asymmetric, and irregular operations.

We are uniquely prepared to address the HUMINT training challenges in preparing premier professional HUMINT warfighters to operate globally. Our charge is to strike a balance between HUMINT training in support of current operations and shaping training for the professional HUMINT warfighter of the future.

Our desired end state is to provide world class advanced HUMINT training and prepare HUMINT professionals for global dominance. We expect this edition of MIPB to be informative to all intelligence professionals and their Commanders as they prepare forces for deployment.

JAMES G. ROSE
Director
HT-JCOE



IUNCTIS VIRIBUS *"By United Efforts"*

The American Eagle represents the United States and the Department of Defense; the Stars and Rays refer to the original thirteen Colonies of the Union. The chesspiece signifies training in Military Intelligence. The daggers recall Intelligence and Special Operations. The color black represents strength and white, integrity; scarlet and gold denote sacrifice and excellence. Dark blue and the bordure of the shield represent the United States and signify unity.

MILITARY INTELLIGENCE

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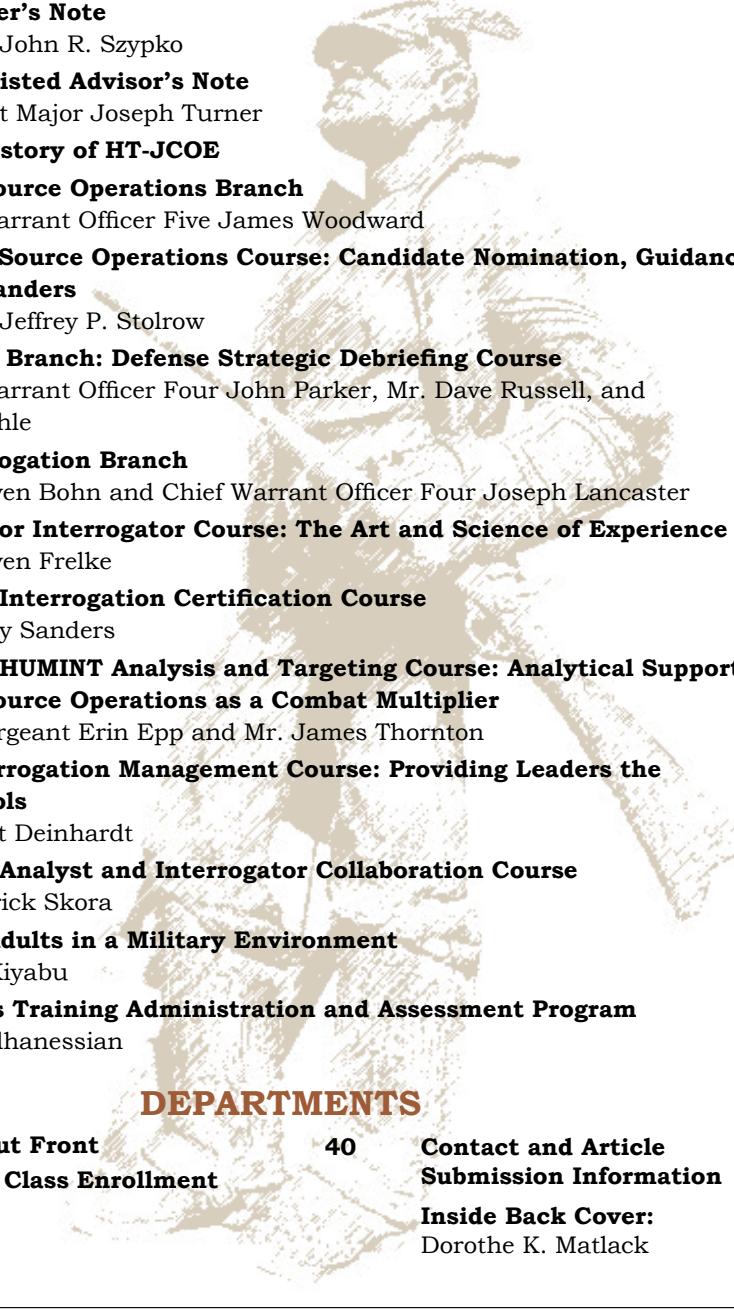
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Purpose: The U.S. Army Intelligence Center of Excellence publishes the **Military Intelligence Professional Bulletin (MIPB)** quarterly under the provisions of **AR 25-30**. **MIPB** presents information designed to keep intelligence professionals informed of current and emerging developments within the field and provides an open forum in which ideas; concepts; tactics, techniques, and procedures; historical perspectives; problems and solutions, etc., can be exchanged and discussed for purposes of professional development.

Disclaimer: Views expressed are those of the authors and not those of the Department of Defense or its elements. The contents do not necessarily reflect official U.S. Army positions and do not change or supersede information in any other U.S. Army publications.

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ALWAYS OUT FRONT



Major General John M. Custer III
Commanding General
U.S. Army Intelligence Center and Fort Huachuca



Command Sergeant Major Todd S. Holiday
Command Sergeant Major
U.S. Army Intelligence Center and Fort Huachuca

In 2007, the Undersecretary of Defense for Intelligence (USDI) established the Human Intelligence Training Joint Center of Excellence (HT-JCOE) with the purpose of building a “one-stop” shop for advanced technical Human Intelligence (HUMINT) training for all of the Department of Defense (DOD) services and agencies including the U.S. Army.

Collocating the headquarters of HT-JCOE with the U.S. Army Intelligence Center of Excellence (USAICoE) at Fort Huachuca was only logical, since a majority of the HUMINT trainees came from the Army, and the Army was designated as the Executive Agent for all DOD HUMINT. There exists a close and special relationship between HT-JCOE and USAICoE since the latter has taken a mentor role since the earliest days of HT-JCOE’s establishment.

In three short years HT-JCOE has quickly developed from infancy to become what the USDI had envisioned—a true Center of Excellence involved in advanced training which is highly dynamic and adaptive to meet the ever-changing needs of commanders in the field. As a Center of Excellence, HT-JCOE is heavily involved in providing assistance and training support to other training organizations charged with training intelligence professionals across the Intelligence Community. HT-JCOE has also taken an instrumental role in researching cutting-edge training methodologies and tactics, techniques, and procedures (TTP) across all three pillars of HUMINT: Debriefing, Interrogations, and Source operations.

Today, HT-JCOE has successfully assembled a competent and unique instructor force. HT-JCOE instructors have on average 5 to 40 years of experience in the HUMINT field with the majority of the instructors having more than 20 years experience. HT-JCOE instructors are engaged in training several advanced HUMINT courses with complex and highly experiential training programs of instruction. They have the flexibility to quickly adapt these training programs to ensure their graduates are equipped with the latest HUMINT TTPs, ready to bring their full knowledge and skills to the fight, and provide their commanders the most timely and reliable intelligence information in order to win.

This extensive experience has paid dividends when we consider in 2008, only a year into its existence, four of the HT-JCOE courses were subjected to the detailed scrutiny of the Defense HUMINT Executors and were certified on behalf of the Joint Staff. A year later, in 2009, one of the HT-JCOE courses obtained the validation of the National HUMINT Manager, the first ever in its kind throughout the Intelligence Community.

HT-JCOE continues to grow in terms of student throughput, number of courses, and number of instructors, but more so as a formal training institution—a Center of Excellence. It has struck the right formula to be the right kind of training venue which can keep up with a continuously changing enemy on the battlefields of today and tomorrow.





Commander's Note

Defense Human Intelligence (HUMINT): Out of the Shadows, into the Limelight, and Under the Gun—Implications for Training and Educating Military HUMINT Professionals.



Not long ago, the only tools in the HUMINT arsenal available to the Department of Defense (DOD) were entry-level trained interrogators, strategic debriefers, and highly-trained controlled collectors. These specialists were few in number and in high demand—and the most highly-trained individuals were operating in small numbers on strategic and sensitive collection missions. By the time Operation Enduring Freedom commenced, these people were stretched thin and flung wide into environments for which their training was not originally designed. Our HUMINTers comported themselves well, though, and soon commanders in the field began to appreciate the value of HUMINT in the broadening counterinsurgency campaigns in which we found ourselves.

HUMINT was no longer conflated with the exploits of ‘James Bond’ within the military community. HUMINT professionals were in increasing demand and asked to deliver reliable information that informed the commander in phase zero and one operations (shaping and deterring), and hard-won actionable intelligence in phases two through four (seize the initiative, dominate, and stabilize). We learned valuable lessons on the battlefield, but accepted risk in a lack of standardized training for military source operations and in a professional development track for a career in HUMINT. With the creation of the HUMINT Training–Joint Center of Excellence (HT-JCOE), DOD addressed a true need for professionalizing the very wide spectrum of military source operations, and designed a menu of courses heretofore unavailable for the disciplines of interrogation, strategic debriefing, and military source operations.

The vision that took root was to develop courses at one brick-and-mortar location, staffed by active-

duty military, DOD and Department of the Army civilians, and augmented by contract employees—whose chief qualification was that they had “been there and done that.” Overlay these HUMINT warriors with a professional staff and the best principles of adult learning, and this would ensure consistent, professional, and relevant principle-based instruction in HUMINT tradecraft.

HT-JCOE could not operate in a vacuum, however, and was supported by the Joint Coordinating Element (JCE) and Joint Forces Command (JFCOM) to ensure that the training across the menu of courses was relevant, and certified to a joint standard. Indeed, beyond Joint Certification, the Advanced Source Operations Course was the first HUMINT tradecraft course in the Nation to receive the National HUMINT Manager’s Tradecraft Validation in 2009. The Army asked HT-JCOE to provide a professional training track for their HUMINT Officer specialty. The Area of Concentration 35F program comprising the Joint HUMINT Officer Course, the Source Operations Course, and the Joint Interrogation Management Course provides an officer with the education and training to operate in a variety of operational and staff positions within the HUMINT field.

We are still at war, and must remain adaptive and flexible. In that vein, HT-JCOE strives to extract the most current tactics, techniques, procedures and lessons-learned from the battlefield by allowing staff (when available) to volunteer for deployments in support of collection missions. HT-JCOE maintains a robust engagement with brigade combat teams’ commanders and staff, supports mission-readiness exercises, after action reviews, and contributes to the National HUMINT Tradecraft Certification Standards Committee. Our staff and instructors

are frequently called upon to lend support to other members of the intelligence community seeking to leverage our expertise in the further development of their specific HUMINT programs. HT-JCOE has sponsored cutting-edge research in such areas as deception detection, attracting top researchers from other government agencies and academia. We are also aggressively pursuing the integration of available technologies to complement our delivery of tradecraft training to an ever more tech-savvy and well-educated student population.

DOD HUMINT is indeed out of the shadows, has been thrust into the limelight, and is now under the gun to deliver the goods. The Army G2 called one of our courses—the Source Operations Course—the “center of gravity for Army HUMINT.” As tempting as it would be to rest on the laurels of such high regard, we see it as more of a challenge: to provide a suite of

integrated and professionally rewarding training experiences for our HUMINT professionals, to remain relevant and responsive to the needs of combatant commanders, and to always strive to be better—“Iunctis Viribus” (Through United Efforts). 

Colonel John R. Szypko Is the Commander of HT-JCOE. COL Szypko earned his commission in the Army at the U.S. Military Academy, West Point, New York. In addition to serving in various troop leadership positions in the continental United States, Germany, and Korea, he has deployed to Bosnia, Iraq, and Afghanistan. COL Szypko was a Senior Service College Fellow in Washington DC, where his studies focused on Operational HUMINT. He is a German and Swedish linguist, and earned an MA from the University of Oklahoma in Communication, and is an Army War College graduate.



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Senior Enlisted Advisor's Note



Professional development of our Noncommissioned (NCO) Corps in the Military Occupational Specialty (MOS) 35M Human Intelligence (HUMINT) Collector field has been limited to just a few options prior to the advent of the HUMINT Training–Joint Center of Excellence (HT-JCOE). As of Fiscal Year 2011, the Center offers eleven courses with three courses specifically identified as to assist with MOS 35M3/4 career progression.

The first of these is the Joint Senior Interrogator Course (JSIC), which trains senior interrogators to supervise Department of Defense interrogation operations and improve interrogation skills through the use of critical thinking and case studies from interrogations conducted in the current theaters of operation.

The second course offering for senior NCOs is the Joint HUMINT Officer Course (JHOC). This course trains HUMINT leaders–officer, warrant officer and senior NCOs to manage HUMINT and Counterintelligence (CI) operations in support of tactical to theater level headquarters in both a Joint and combined environment. The JHOC is open to non-HUMINT personnel as well.

The last of these three courses is the Joint Interrogation Management Course (JIMC). The JIMC trains mid-level HUMINT supervisors in the management of interrogation operations. The JIMC provides thorough instruction on Interrogation policy law, operations management and procedure at the National, Joint, Service, operational and tactical levels. The focus is on the collaboration and coordination aspects of interrogation operations.

Adding to the professional development of our HUMINT NCO Corps, HT-JCOE has recently

reached out to the NCO Academy co-located on Fort Huachuca to provide a two day block of instruction in the form of the Joint Source Validation Course (JSVC) for both MOS 35L CI and MOS 35M Advanced Leadership Courses. This is the only course we offer in the form of a mobile training team and it made complete sense to offer it to the NCO Academy as a training target of opportunity for our up and coming NCOs.

Lastly, many of the courses the Center offers have rethought how to deliver their respective instruction and honed their courses to deliver the best training in the shortest possible time. This allows Soldiers, Sailors, Airmen and Marines to return to their respective units better trained in a shorter amount of time; a testament to the hard work and dedication of the cadre here at the HT-JCOE.

I would like to give a personal thank you to all of the cadre and staff of the Human Intelligence Training–Joint Center of Excellence. You are all true professionals who are helping to carry the fight in Operations Enduring Freedom and New Dawn and other operational areas worldwide.



Sergeant Major Joseph Turner is the Senior Enlisted Advisor to the HT-JCOE. He initially enlisted in the Infantry as a mortarman, entered Military Intelligence in 2004, and has served in leadership positions ranging from Team Leader to First Sergeant. His assignments include multiple tours to Korea and Iraq. SGM Turner holds an Associate's degree in Intelligence Studies from Cochise College and is a graduate of the Navy's Senior Enlisted Academy.

HT-JCOE Class Enrollment Process



To enroll in any of the HT-JCOE courses, you must visit our website on SIPRNet at htjcoe.jioc.jfcom.smil.mil and complete the online enrollment request. Download, complete, and send the *Student Nomination and Waiver Request* to htjcoe.j3@us.army.smil.mil.

The *Student Nomination and Waiver Request* must be signed by the first O-5 or higher and equivalent in the student's chain of command. The *Student Nomination and Waiver Request* format is located under References>Reference Library>Enrollment Documents (pressing F1 while you have the format open will provide assistance about how to complete the document).

Contact HT-JCOE Operations Section (J3) if you do not have access to SIPRNet to arrange for alternate means of enrollment. If and when we reserve seats for students in the requested classes, email notifications will go to the SIPRNet email provided in the students' enrollment requests, informing them about the status of their enrollment and directing them to visit the HT-JCOE websites to download and follow the course reporting instructions. All required documents must be at the HT-JCOE J3 no later than 30 calendar days before the start date of the requested class.

In addition to the *Student Nomination and Waiver Request*, Advanced Source Operations Course (ASOC) applicants must also provide an autobiography. The *Student Autobiography* format is located under the References>Reference Library>Enrollment Documents (pressing F1 while you have the format open will provide assistance about how to complete the document). ASOC application packets (online enrollment request, Student Nomination and Waiver Request, and the Student Autobiography) must be at the HT-JCOE J3 no later than 45 calendar days before the start date of the requested class.

A SHORT HISTORY OF HT-JCOE



In June 2006 The Under Secretary of Defense for Intelligence (USD(I)) approved the implementation of the HUMINT Training Joint-Center of Excellence (HT-JCOE) concept. The concept was to establish a Joint Center at Fort Huachuca, Arizona based on common standards and procedures, responsive to Defense requirements. The training addressed all aspects of Defense HUMINT missions, functions and requirements.

The Director of the Defense Intelligence Agency/ Defense HUMINT Manager announced in September 2006 that the Defense HUMINT Enterprise would implement improvements in HUMINT training to support the Secretary of Defense and the Combatant Commands. The key improvements announced included the creation of the HT-JCOE at Fort Huachuca, Arizona.

In April 2007 the Acting USD(I) delegated authority to certify Advanced Source Operations Course (ASOC) graduates, on behalf of the Department of Defense, to the Commanding General, U.S. Army Intelligence Center and Fort Huachuca. Additionally, on 10 April the Defense HUMINT Enterprise Executors formally opened the HT-JCOE with a ribbon-cutting ceremony at Fort Huachuca. Throughout the remainder of 2007, the U.S. Intelligence Center transitioned the Source Operations Course, Defense Strategic Debriefer Course (DSDC), and Enhanced Analysis and Interrogation Training to HT-JCOE in a phased manner.

HT-JCOE broke ground on the 60,000 square feet General Instructional Facility on 30 September 2008. On 11 May 2010, HT-JCOE officially opened the new Matlack Hall facility, named after Dorothe K. Matlack, with a ribbon cutting ceremony. Matlack Hall houses the HT-JCOE Command Group, Training Support Staff, and the DSDC.

In January 2009 ASOC received the first Community HUMINT validation from Tradecraft Training Standards Council.

During 2009 HT-JCOE expanded its curriculum to include nine fully developed programs of instruction, four of which received joint certification. These courses are organized under the three main branches: Debriefing, Interrogation, and Military Source Operations (MSO). Course enrollment has tripled since 2007 to over 2,400 resident military and civilian students supporting the Defense HUMINT Enterprise.

Significant activities in Fiscal Year 2010 were executing a “surge” MSO training capability at Davis-Monthan Air Force Base, which increases Enterprise support by 72 students annually—growing to 96 students annually later this year. Two additional courses were added to our course curriculum—Joint Foreign Materiel Acquisition Course and Joint HUMINT Analysis and Targeting Course, and we continued to expand our Joint representation by incorporating cadre-members from all services.

Military Source Operations Branch



by Chief Warrant Officer Five James Woodward

The Military Source Operations Branch (MSOB) is responsible for training Soldiers, Sailors, Airmen, Marines, and civilian personnel in the conduct of MSO. The MSOB conducts five courses: Source Operations Course, Advanced Source Operations Course, Joint HUMINT Officer's Course, Joint Source Validation Course, and Joint Foreign Materiel Acquisition Course.

These courses present new concepts and principles in the classroom, and then use exercises to provide experiential training. The principles are exercised in realistic training environments where students can safely learn from mistakes in a series of controlled situations. Training and evaluation are conducted by instructors who are both trained and experienced in the conduct of source operations at the appropriate levels for the individual courses.

Source Operations Course

The Source Operations Course (SOC) trains students to conduct MSO in a kinetic threat environment as part of a team. Students are prepared to conduct secure human source operations to collect positive intelligence information against terrorist, insurgent, and criminal organizations and personnel, and other hostile elements and activities that may pose a threat to friendly forces deployed to a theater of operations. SOC has received Joint Certification for its program of instruction.

The SOC is seven weeks long, and is used by some Defense HUMINT Executors to certify graduates to conduct MSO Category 2 operations. The class size is 42 students with ten courses held each fiscal year. An expansion campus in Tucson, Arizona, trains an

additional twelve students six times per year. The SOC does not conduct training assistance visits or offer mobile training teams (MTTs).

Upon graduating, U.S. Army students are awarded the Additional Skill Identifier (ASI) S7. The SOC provides one third of the Army's training for Area of Concentration (AOC) 35F, HUMINT Officer. The other two required courses are the Joint HUMINT Officer Course, part of the MSOB, and the Joint Interrogation Management Course (JIMC), which is managed by the HT-JCOE Interrogation Branch.

Students are placed in two-person teams when they arrive at SOC. They are briefed on the live problem that will govern their behavior through the rest of the course. The SOC maintains a high operational tempo and students' time management, work prioritization, and organizational skills are stressed. They receive classroom instruction in MSO techniques, then immediately implement and practice these techniques by leading a human source through the HUMINT operations cycle.

Students are evaluated from arrival at the course to graduation. They are expected to act at all times as if they are conducting MSO in a foreign country, and are exposed to a variety of experiences that they could expect in that environment.

SOC instructors have all graduated from comparable courses enabling them to conduct human source operations. They have all had experience running source operations in an environment similar to that used for the SOC training. Instructors with this level of training and experience conduct all evaluations of students and play all roles involved in the SOC.



The SOC is free to units, with costs covered by Army funding. Each Service centrally controls the selection process. SOC is available to Active, Reserve, Guard and civilian members of the Department of Defense (DOD), and is available to other agencies after coordination.

Advanced Source Operations Course

The Advanced Source Operations Course (ASOC) trains individual students to conduct MSO in a kinetic threat or adversarial intelligence service threat environment anywhere in the world. Students are prepared to conduct secure human source operations to collect positive intelligence information against terrorist, insurgent, criminal organizations and personnel, and other hostile elements and activities that may pose a threat to friendly forces in any environment. ASOC has received Joint Certification for its program of instruction, and was the first course in the Intelligence Community to receive National HUMINT Manager Validation.

ASOC is eighty-nine days long, and is used by some Defense HUMINT Executors to certify graduates to conduct MSO Category 1 operations. The class size is 42 students and three courses are held each year. The ASOC does not conduct training assistance visits or offer MTTs.

This course is intense with a very high operational tempo. A student's time management and organizational skills are essential to successful completion of the course, as they are to successful operations in the field. Upon arrival at the ASOC, students are briefed on the live problem that will govern their behavior through the rest of the course. The students receive classroom instruction in MSO techniques, then immediately implement and practice these techniques by leading a human source through the HUMINT operations cycle.

Platform instruction includes topics such as MSO legal parameters; the HUMINT operational cycle;

surveillance and surveillance detection; report writing; the use of intelligence funds, and other topics. Training exercises take place in multiple geographic locations and in varied environments, and train and evaluate the student's ability to conduct surveillance detection; survive and operate in urban and rural environments; work as an MSO handler in support of a brigade combat team (BCT) in a high kinetic threat environment; and work as an independent MSO handler in a high adversarial intelligence service threat environment.

Students are evaluated at all times from arrival at the course to graduation. Grading at ASOC is conducted for each training event and exercise. Additionally, three boards are held during the ASOC to monitor and evaluate each student's performance.

Students are expected to act at all times as if they are conducting MSO in a foreign country, and are subject to law enforcement stops, questioning, and additional experiences that they could expect in that environment. Students move between predominately kinetic threat situations and predominately adversarial intelligence service threat situations, in both urban and rural environments.

The instructors at ASOC have all graduated from comparable courses enabling them to conduct human source operations. They have all had experience running advanced source operations in an environment similar to that used for the ASOC training. Instructors with this level of training and experience conduct all evaluations of students and play all during this course.

Students for the ASOC are chosen from among an applicant pool by a board that examines the experience, prior training, and future utilization of each candidate. The ASOC selection board meets no later than 45 calendar days before the start day of each class. Those selected receive a Welcome Letter that provides information about how to prepare and report to the course.

U.S. Army graduates of the ASOC receive ASI V4, effective 1 October 2009, which is retroactive for all U.S. Army ASOC graduates. The ASOC is free to units, with costs covered by Army funding and is available to Active, Reserve, Guard and civilian members of the DOD, and is available to other agencies after coordination.

Joint HUMINT Officer Course

The Joint HUMINT Officer Course (JHOC) trains entry and mid-level HUMINT managers in the Defense HUMINT Enterprise (DHE). The course is four weeks long, and provides instruction on HUMINT policy, law, and procedure at the National, Joint Service, operational, and tactical levels. The JHOC also trains its graduates to collaborate on and coordinate HUMINT operations with other internal and external military and civilian intelligence partners. JHOC includes training in Information Technology competencies using software and communications suites that are employed in real world HUMINT operations throughout the DHE.

The JHOC starts with a platform-instruction phase. Students then participate in two distinct situational training exercises which train and evaluate their abilities to manage BCT HUMINT operations within a combined and joint task force and their abilities to manage HUMINT operations and assets at echelons corps and above.

Six JHOC classes are taught annually, with a maximum of 12 students per class. The JHOC is not available as an MTT. The course is open to all military or civilian members of the DHE in the grade of E-7, GG-12, or above who are assigned to or entering an operational HUMINT position.

The JHOC is the required third and final course for the U.S. Army HUMINT Officer AOC 35F. U.S. Army officers who successfully complete the SOC/JIMC/JHOC sequence of courses will receive the M1A1 Project Development Skill identifier until the AOC 35F can be awarded. Officers seeking to obtain the AOC 35F must validate their training requirement with the Military Intelligence junior officer branch manager of the Army Human Resources Command by calling (703) 325-4047.

Joint Source Validation Course

The Joint Source Validation Course (JSVC) is a two day participative seminar that trains techniques and methodologies for conducting and managing the source validation process. The JSVC starts with a platform-instruction phase where the students are re-introduced to the importance of the source validation process and instructed on the various operational tools available in strategic and combat environments. Students are then shown examples of operational testing and given guidelines on how to

incorporate them in all phases of the operational cycle in both environments. The course makes extensive use of case studies to demonstrate the training points.

The JSVC is the only course in the MSOB that is available in an MTT format. The minimum size for a class is 10 students and the maximum is 30 students. The JSVC is open to all members of the DHE who are U.S. military or civil servants assigned to or entering a valid HUMINT collection or Counterintelligence (CI) assignment or deploying to an equivalent HUMINT or CI management position.

Joint Foreign Materiel Acquisition Course

The Joint Foreign Materiel Acquisition Course (JFMAC) is a four week course that trains experienced source handlers in methodologies used to collect foreign materiel. Students attending this course should have previous training and experience making them intimately familiar with the tactics, techniques, and procedures required to conduct secure source operations.

The JFMAC begins with classroom instruction covering legal and business aspects of foreign materiel acquisition. After the classroom instruction, students move into a series of participative field training exercises where they will plan and execute acquisition operations in various environments using a variety of collection methods.

Final requirements for application and participation in the JFMAC will be published on the HT-JCOE homepage on DKO/AKO at <https://www.us.army.mil/suite/page/612679>. Visit the web site to view upcoming class dates and download enrollment documents. Parent organizations will fund all temporary duty (TDY) and related costs for the JFMAC and will prepare TDY orders.



CW5 Woodward is assigned to HT-JCOE as the Chief, MSOB. He has served in the Army for 23 years in a variety of assignments on three continents. His awards include the Purple Heart, Bronze Star, Defense Meritorious Service Medal, and Army Meritorious Service Medal. Mr. Woodward has earned Master's Degrees in Strategic Intelligence from the Joint Military Intelligence College, in Business from Regis University, and in Computer Science from James Madison University.

Advanced Source Operations Course



Candidate Nomination Guidance for Commanders

by Colonel Jeffrey P. Stolrow

Introduction

The HUMINT Training-Joint Center of Excellence (HT-JCOE) Advanced Source Operations Course (ASOC) is an extremely demanding 90-day training program. ASOC is not a “gentlemen’s course.” Students have described it as “MI Ranger School,” in which they must successfully function under conditions of reduced sleep, mental strain, and physical fatigue in an often complex and ambiguous environment. Given the significant stress which is necessarily built into this course, it is not surprising that the attrition rate has historically averaged 21 percent. The significance of this attrition rate is evident when one considers that HT-JCOE conducts three ASOC iterations per year with a maximum of 42 students per course. Thus, the MI operating forces are losing between 28 to 32 ASOC Category I Military Source Operators per training year out of 126 candidates. As one of a several critical actions taken to decrease this attrition rate, HT-JCOE is providing commanders with comprehensive guidance to improve their capability to select suitable ASOC nominees for training.

The nomination guidance which follows is based on an assessment and selection “whole person” theory first developed in World War II to assess and select Office of Strategic Services operatives. Rather than evaluating isolated elements of behavior, the whole person theory of assessment recommends that the assessor(s) evaluates a candidate on a variety of behavioral and situational measures. Then, the assessor(s) develops a comprehensive whole person assessment of the candidate based on the integration of these measures.

The historical record of ASOC student performance suggests identifiable personal and situational factors which can predict those students who are more or less likely to graduate. This article highlights these factors to assist commanders in making suitability decisions for ASOC attendance. It also recommends that commanders use a formal boarding process to assess potential candidates to attend ASOC and provides guidance on how to conduct a reliable and valid nomination board. I conclude with a brief review of ongoing ASOC assessment and selection research designed to better predict student performance and improve student training.

Personal Factors Correlated with Successful and Unsuccessful Student Performance

There are several personal factors associated with successful and unsuccessful ASOC student performance. These factors include motivation, aptitude, English oral and written communication skills, conscientiousness, prior experience and training, openness to new experience and feedback, and emotional stability.

Motivation. Motivation is defined as something that causes a person to act in a certain way or do a certain thing. Motion and effort are fundamental to motivation, as is inspiration. Motivation is also influenced by both intrinsic and extrinsic factors. ASOC students who are intrinsically motivated to attend the course are inspired by their own will to exert personal time, effort, and drive to succeed. The effort of this intrinsically motivated student comes from within and tends to be resistant to stress and environmental challenges.

In contrast, extrinsically motivated students are driven by the demands of their external environment to succeed. Often, the primary force affecting student extrinsic motivation is unit personnel needs for ASOC graduates. In some cases, the unit may inform the student that continuing to work for the organization is dependent on graduating from ASOC. Extrinsically motivated students are more likely to lose their drive once they are away from their unit and lack the resiliency to cope with significant ASOC training stressors.

In actual practice, the majority of ASOC students are both intrinsically and extrinsically motivated. However, self-reports from students who graduate suggest that intrinsic motivation is a significant factor contributing to graduation. In contrast, students who voluntarily withdraw will often cite various degrees of pressure from command as the key reason for attendance with little intrinsic motivation to participate in training. Such students are more likely to give up when the going gets tough.

Commanders need to assess the relative strengths of both types of motivation. If the commander's estimate of a candidate's drive is predominantly intrinsic, then there is a higher probability that the candidate will be successful. If the candidate's drive is predominantly extrinsic, then there is a higher probability of failure.

In some cases, commanders may desire a nominee to attend ASOC who is predominantly motivated by external factors. In this case, the commander should listen to the nominee, gain an accurate understanding of the needs and motives and attempt to reinforce the intrinsic drive (i.e., learning new skills, personal challenge, or how this person will make an even more important contribution to the unit and their country.) Providing factual information about the course with a positive attitude can also assist nominees to become "sold" on the course. Finally, ordering a unit member against their will to attend ASOC will most likely lead to course failure. It would be better to select another candidate who wants to attend for both the sake of the unit and ASOC.

Aptitude. Aptitude is defined as the innate or acquired mental capacity to accomplish a particular task. It is also associated with readiness to learn and speed of information processing. As aptitude increases, individuals are more likely to quickly and accurately solve problems, successfully organize and plan complex tasks, and accurately execute a number of tasks sequentially or simultaneously. This mental "horsepower" is referred to as general mental ability, or GMA. GMA is associated with performance in both training and employment, such that higher levels of GMA are positively associated with more successful training outcomes and better job performance. In addition, there is a positive relationship between aptitude, as measured by intelligence tests, and memory.

The complex training demands of ASOC require a significant level of GMA to successfully complete the course. Preliminary data from cognitive testing administered to ASOC students suggests that students need above average levels of verbal and abstract abilities to graduate.

Given that commanders will not normally have access to intelligence test scores, there are several readily available alternative assessment tools that provide a relatively accurate screening measure of GMA. These scores come from the Armed Forces Vocational Aptitude Battery (ASVAB) and include the General Technical (GT) score and the Skilled Technician (ST) score. Commanders should nominate unit members with a GT or ST score of 110 or greater. For maximum validity, commanders should request the unit member's GT or ST

scores from their *initial* ASVAB test administration, which most likely was taken prior to entry into the military.

Motivation and aptitude are essential factors that predict successful training performance, as well as success on the job. While sufficient levels of both factors are necessary for success, relatively higher levels of intrinsic motivation can compensate to some degree for relatively lower levels of aptitude. In assessing the “whole person,” commanders will need to weigh these two factors carefully in their nomination decisions.

English Oral and Written Communication Skills. ASOC instructors focus heavily on evaluating a student’s English oral and written communication skills. Some questions commanders may ask themselves to evaluate a candidate’s conversational ability might include: *Can the candidate fluently begin and carry a conversation with subordinates, peers, and seniors? Does the candidate actively listen to others? Does the candidate have command of conversational English, especially if English is a second language? Does the candidate have a genuine interest in other people?*

The answers to these questions will assist the commander to make a reasoned judgment regarding the candidate’s ability to relate to another person. Commanders can assess conversational proficiency through having face-to-face conversations with the candidate, getting feedback from the candidate’s supervisors, and/or observing the candidate interact with others.

ASOC students spend much of their time writing reports. These reports provide accurate feedback, evaluation, and synthesis of what took place during a given event. Students write their reports under time pressure from memory using a recommended format, complete sentence structure, correct spelling and punctuation, and acceptable grammar. The writing style should be succinct.

Commanders can assess written language proficiency through work samples of the candidate’s past written products. In addition, the commander can request a spontaneous, hand-written, one page work sample from the candidate without using a dictionary or writing style aid. The candidate should have a time limit to write the sample. Writing topics might include a discussion of the candidate’s moti-

vation, training, and/or experience which qualifies the candidate to attend ASOC.

The ASOC training staff is highly motivated and adept at assisting students refine their conversational and written language skills. However, there is not enough time in the course to successfully train a student to converse and/or write well if the student has entered the course with significant deficiencies in either language area.

Conscientiousness. Conscientiousness pertains to a person’s personality preference to be disciplined, systematic, punctual, and to plan ahead. It also refers to a need for achievement and a motivation toward goal-directed behavior. Research suggests that a higher level of conscientiousness is predictive of success in both training and employment settings.

The ASOC curriculum is fast-paced, diverse, and incremental. Students must appropriately prioritize and allocate time to accomplish tasks, plan ahead in detail to execute these tasks, and work within strict time tolerances to accomplish the mission. Students who cannot perform to these standards are likely to fall further and further behind in the course. Preliminary ASOC assessment and selection data support the general research findings above and suggest that successful students have a somewhat higher level of conscientiousness in comparison to the general population.

Commanders can assess conscientiousness through direct observation of the nominee, asking the nominee to describe how they have planned and completed a complex tasking, and/or getting feedback from supervisors on how a nominee organizes and executes tasks in the performance of their regular duties.

Prior Experience and Training. One of the best predictors of future behavior is past performance. Past performance is based on experience and training. ASOC is an advanced military source operations course that assumes students have had the necessary prerequisite training and experience to quickly move ahead with the demanding curriculum. Review of past student performance suggests that there is a positive relationship between completion of one or more of the prerequisite courses coupled with HUMINT deployment experience and ASOC graduation.

The minimum qualifications for ASOC attendance are listed in the prerequisites of the course in the HT-JCOE catalogue. In addition, the *HT-JCOE Course Application* requests that the nominee identify which of 18 training courses they have completed. Finally, the application requests that the nominee write an autobiography, which includes current and past duties and assignments, as well as deployment history.

Commanders should make special note of these sections. If a candidate has not attended one of the prerequisite courses and/or has little HUMINT experience, it is strongly recommended that they acquire a basic level of HUMINT training and deployment experience first before attempting ASOC.

There are infrequent occurrences where a commander has nominated an individual with little or no training or experience. In some cases, these nominees have excelled in ASOC, while others have not. If the commander is considering nominating such an individual, they should focus on the nominee's level of intrinsic motivation *and* aptitude as significant factors which might offset limited training and experience. High levels of both personal characteristics will help the nominee cope with the steeper learning curve and added stress of learning a novel course curriculum.

Openness to Experience and Feedback. Openness to experience refers to two associated dimensions: Openness to new ideas and openness to new actions. The preliminary ASOC assessment and selection data suggest that successful students must have at least an average level of openness in order to entertain new conceptual ideas and novel ways of conducting operations. The factor of openness also encompasses intellectual flexibility and familiarity with a range of cultural, scientific, or literary interests. Successful ASOC students are able to adjust themselves and their actions to the demands of novel situations, which occur frequently in their interaction with role players and the learning of new technical skill sets. In contrast, students with closed attitudes inhibit their learning of new material and often create more stress if they question the authority of the instructor. Deficits in mental flexibility and having a narrow range of intellectual interests make it difficult for students to adapt to the changing nuances of interpersonal interactions.

ASOC instructors provide intensive feedback to students in the form of written reviews of performance, direct observation of behavior, and on-the-spot "in role" instruction. This feedback process is a key element of the course. Students must be open to assimilating and using performance feedback to improve performance and meet performance standards. Successful students have the capacity to listen to constructive feedback and change their behavior. They have a sufficient level of self-esteem to know that the feedback is focused on their objective performance and is not meant as a personal attack. Unsuccessful students tend to view constructive feedback as a personal assault, become defensive or discouraged, and fail to change their behavior. In some cases, students have reported that they have never before received so much critical feedback in a military training course. If the student is adaptive, they will overcome this initial emotional distress and recover to do well.

Commanders can assess openness to new experience and feedback through prior interactions with the candidate and from getting feedback from supervisors. Commanders can also ask the candidate how they feel about making mistakes. Candidates who indicate that they *must* achieve the 100 percent solution and/or *must* be perfect or "Number One" may have a difficult time adjusting to ASOC's dynamic learning environment.

Emotional Stability. Emotional stability is defined as a person's capability to react in an emotionally appropriate manner to various stressful conditions. Emotional stability has also been associated with hardiness and resiliency. ASOC students who are emotionally stable are likely to respond to unpredictable events with lower levels of anxiety, which helps to increase operational performance and confidence. They also make a faster emotional recovery after experiencing a stressful experience.

Conversely, students who are vulnerable to emotional instability are more likely to respond reactively to the stress of the moment, more often through impulsive displays of emotion such as frustration, anger, or despondency. These emotional displays can lead to negative second and third order effects, to include aggressive behavior, disciplinary violations, and hopelessness. Preliminary ASOC assessment and selection research findings suggest that successful students score higher on measures

of emotional stability in comparison to the general population.

ASOC guidance is very specific with regard to not accepting nominees who have prior integrity violations or criminal issues. Commanders can assess a unit member's emotional stability by verifying their past history, as legally appropriate, for administrative or judicial punishment, alcohol or drug abuse, misuse of credit, and/or illicit sexual relationships. Commanders can also use direct observation and supervisory feedback to make informed judgments about a candidate's emotional stability.

This section reviewed seven personal factors of the candidate that can predict success or failure in ASOC. Motivation, specifically intrinsic motivation, is a key personal factor which is critical for success. However, all seven factors affect one another and cannot be viewed in isolation. For example, if a student lacks sufficient aptitude or emotional stability to cope with the stress of complex and ambiguous interpersonal interactions with role players, motivation cannot make up for these relative deficits and the student will fail. Taken together, these personal factors provide the commander with key information to help develop a "whole person" assessment of the candidate. In the next section, I discuss three situational factors which can also significantly affect student performance.

Situational Factors Correlated with Successful and Unsuccessful Student Performance

There are three situational factors which have been linked to student performance: family dynamics, to include financial stability; recent operational history, and command support. As with personal factors, each situational factor can have a significant positive or negative influence, either singly or in combination, on student success or failure.

Family Dynamics. Family dynamics is defined as the relationships between the student and his immediate and extended family systems. The student's family system includes their spouse, children, parents, grandparents, and/or siblings. The historical evidence suggests that an ASOC student optimally have healthy and stable relationships with their family members, especially their spouse and children, to graduate from the course. Family dynamics also include financial stability. The lack of financial sta-

bility can quickly lead to marital conflict generated from high levels of debt and/or the lack of a financial reserve for monetary emergencies. The ASOC leadership has also found that when stress occurs in the family, the caregiver at home needs to have sufficient coping skills and supportive resources to handle the stressful event. As long as the caregivers believe they can effectively address the stressful situation and has the confidence of the student, it is likely that the student will successfully compartmentalize the problems at home and continue to advance satisfactorily in the course. An operational psychologist is on the ASOC staff to help all students cope with family crises.

In contrast, students who have stressed relationships with significant others at home are likely to have serious problems attending ASOC if the stress of being away from home exacerbates the stressful home situation. For example, spouses have given ultimatums to students who have been deployed for multiple tours with little time at home and the added stress of facing another deployment upon course graduation. Children can also act out in the absence of parents and create difficult circumstances at school or home. In addition, students going through separation, divorce, or facing the imminent death of a close loved one can become justifiably distracted, which can lead to declining motivation and attention to the demands of ASOC.

If the commander believes that the candidate is experiencing serious family difficulties or will soon experience a serious family event such as the death of a terminally ill family member, they should discuss these issues with the candidate. Just as with deployments, difficult family situations do not get better with the absence of the student for 90 days in intensive training with limited communication back home. Commanders must use their experience and wisdom to accurately assess the situation and make an objective decision to nominate or withdraw a unit member from consideration.

Recent Operational History. Many ASOC students have experienced multiple combat tours or other remote deployments. Even the most well adjusted student can re-experience combat-related stress as a result of course demands. Most students can manage this stress well by using previously successful coping strategies. In addition, training staff and the operational psychologist are available

to help all students work through these normal reactions. However, some students have experienced so much combat that the aftermath of war interferes with their ability to effectively train under high stress. In addition, some students come to ASOC shortly after returning from a recent stressful deployment. They have not sufficiently decompressed from the deployment and carry their deployment stress into the training. Again, the interference with training can be significant and lead to course failure. In a previous section, it was noted that too much time away from home can cause serious interpersonal stress between family members. *Recent operational history can also be a significant factor impacting this conflict.*

Commanders need to assess the candidate's recent operational history to determine the degree to which this history is impacting current individual behavior and the candidate's relationships with others. If the commander believes an otherwise acceptable candidate needs more decompression and/or if the candidate has strained family relationships, then it would be better to delay making the ASOC nomination.

Command Support. Command support and how that support is perceived by the ASOC student can have a significant impact on course performance. Students tend to experience more confidence and bounce back faster from course setbacks when they believe their command will support them during and after the training. In practice, this kind of support might take the form of describing the course expectations and some of the skill sets the candidate will acquire during training. Another example of positive support includes a thorough assessment of the candidate as a "whole person" to determine if they are prepared for training and have the prerequisite training and personal characteristics to have a good chance of succeeding. Commanders can also help the student maintain task focus by striving to limit the student's involvement with unit duties and responsibilities, such as writing OERs, NCOERs, and awards, during ASOC attendance.

Unfortunately, commanders can make it less likely that their students will graduate. Students who believe that their command "volun-told" them to attend have a lower probability of graduating the course. These students often feel angry that they are forced to come and lack the intrinsic motivation

to persevere under stress. Another problem is when the command gives a covert message to the student that they will be a disgrace to the unit if they fail to graduate. Invariably, all students fail one or more incremental training tasks. Most students recover from these normal setbacks and progress with the training. However, students who believe they will be a disgrace become increasingly anxious with the mounting demands of the course. Rising levels of performance anxiety lead to more performance mistakes, leading to more performance anxiety. These students literally "psych" themselves into failure.

ASOC is a very demanding course, and it is designed in this manner because conducting Category I source operations is a highly sensitive and potentially dangerous mission with strategic implications for the U.S. government. Not everyone, no matter how well they have performed in other assignments, is suited to perform this mission. Nominees should have a good idea of what the training encompasses and what the real-world implications are of the training prior to attendance to make an informed decision on whether to proceed. Once a student is committed to the training, the command must do everything they can to support the student's success. Finally, if students do not graduate but have done their best without committing a disciplinary infraction, they are still an incredibly positive asset to their organization and should be welcomed by their command.

By accurately assessing these situational factors and integrating them with the individual factors previously discussed, commanders can be assured that they have exercised due diligence using the "whole person" concept to select the best qualified nominees to succeed in ASOC. Next, some guidance on how to conduct a board designed to maximize selecting the right nominee for training.

Conducting an ASOC Nominee Selection Board

The following are recommendations for conducting a reliable and valid board to select ASOC nominees. First, commanders should keep these key questions in mind throughout the board process:

- ◆ Can the candidate do the training?
- ◆ Will the candidate do the training?
- ◆ Will the candidate be accepted by their fellow professionals?

The first question assesses the candidate's competencies, skills, and trainability. The second question addresses the candidate's type and level of motivation. The third question focuses on the candidate's personality preferences and their compatibility with others in the field. The board must satisfactorily answer all three questions to make an informed selection decision.

The selection board should also be familiar with "behavioral" interviewing techniques. These techniques use a behaviorally based, performance driven interviewing procedure that requires the candidate to describe a specific work situation that occurred in the past, the action taken to deal with the situation, and the result/consequence of the action. For example, if the board wants to assess a candidate's decision making process, they might ask, "*Tell us about a time that you made a decision that resulted in an unfavorable outcome. What steps did you use to make the decision? What was the outcome? What steps did you take to change your decision making process as a result of this experience?*" The important point is that describing *specific actual situations* that have no right or wrong answer provide the most reliable and valid information for predicting future performance.

Board Procedures

Board Composition. In most situations, the minimum number of personnel necessary to conduct a board is the unit commander and at least one other individual who is senior in rank to the candidate or, if junior in rank, works outside of the candidate's directorate or section.

Duties of the President of the Board. The president of the board should review the criteria associated with successful and unsuccessful ASOC performance with the other board members before the board process begins. These criteria should include those personal and situational factors that help predict success or failure as described earlier in this article. The president also needs to identify the type(s) and degree of risk he/she is willing to take in selecting a nominee. All board members should be clear on both the "screening in" and "screening out" selection criteria, as this understanding will assist them in their line of questioning and ensure that their recommendations are consistent with the commander's philosophy.

Pre-Interview Procedures. The interview room should be large enough to comfortably accommodate everyone. The board should take sufficient time to review the candidate's application and discuss any special issues identified by the board president. If the board is formal, remember to brief the candidate on how to report.

Conducting the Interview. After the candidate reports, the president of the board should allow fellow board members to introduce themselves to the candidate. Then, the president of the board uses an "icebreaker" to begin the interview. A good example of an icebreaker is:

Sergeant Smith, before we get started I'd like to say a few things. You can be very proud of your accomplishments up to this point. A select percentage of unit members qualify to attend this interview. The board members who will interview you today respect you for your drive and dedication to attend ASOC. So, regardless of the decision we reach whether to nominate you or not, you should be proud of the fact that you are here.

This icebreaker helps the candidate relax and increases the chances of a productive interview. In addition, this explanation helps the candidate to save face if the board votes to not nominate the candidate. Following the icebreaker, advise the candidate that the board is interested in honest and straightforward feedback, rather than remarks that are aimed at pleasing board members. Then, the board should begin interviewing the candidate about his/her motivation, past experience, emotional stability, etc. Use the behavioral interview technique described above to guide the interview. Avoid asking closed-ended questions, such as, "Do you like HUMINT?" In addition, avoid asking leading questions. An example of a leading question: "This unit only wants to nominate candidates who are not experiencing a lot of post-deployment stress. What is your level of post-deployment stress?"

Post-Interview Discussion and Nomination Decision. When the interview is completed and the candidate has left the room, the board discusses how well the candidate met the designated selection criteria, as well as any other significant observations that would assist in the nomination decision. Then, the board votes by secret ballot on the candidate and makes a nomination decision.

Current ASOC Assessment and Selection Initiatives

Thus far I have discussed personal and situational factors that influence ASOC graduation outcome, as well as a reliable and valid assessment and selection command board model to select the best qualified unit nominees. Now let's address current ASOC assessment and selection initiatives designed to improve both student selection and training.

HT-JCOE has collaborated with a civilian personnel assessment and selection testing organization to develop and implement a comprehensive and secure on-line psychological assessment battery to evaluate ASOC students. Currently, all incoming students are required to take the assessment prior to beginning ASOC. The assessment collects and evaluates data on personal background, aptitude, and various dimensions of personality. To date approximately 90 students have completed the assessment, representing three ASOC iterations. The preliminary data previously discussed in this article were generated from this small number of student participants. Following several more iterations of data collection, HT-JCOE and ASOC will further analyze the data to determine reliable and valid discriminators that correlate with student success. This information can then be proactively used to assist ASOC in screening out candidates who are not likely to

succeed in the course. Further, the group data will also be shared with commanders to help them make better decisions on selecting ASOC nominees, while maintaining absolute confidentiality of individual responses.

Another assessment and selection initiative focuses on gathering similar aptitude and personality data from the ASOC training staff. The group data collected from the staff will be compared to the student group aptitude and personality data. The goal of this collection effort will be to determine similarities and differences between the two groups to assist the staff to provide training tailored to a better understanding student aptitude and personality preferences for learning.

Conclusion

Using the "whole person" concept to synthesize historical course data, instructor and student feedback, and preliminary student psychological assessment and selection data, this article has presented a number of personal student factors and situation variables which have demonstrated utility in predicting who is likely to succeed or fail in ASOC. This information represents the HT-JCOE and ASOC leadership's vested interest in providing commanders with practical guidance to assist them in making the right selection decision on whom to nominate for ASOC attendance. In addition, HT-JCOE and ASOC are focused on incorporating assessment and selection data to improve student selection and the quality of ASOC training which has always been student-centered. These mutually related initiatives will lead to better student selection decisions for unit commanders and ASOC, a lower student attrition rate, and a higher quality of student instruction.



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Debriefing Branch

by Chief Warrant Officer Four John Parker, Mr. Dave Russell and Mr. Ted Pahle

Defense Strategic Debriefing Course



Introduction

How important is it for the defense of our nation to anticipate an adversary's reaction or to have a complete understanding of the military tactics and capabilities they will use? "Very" would be the response given by any commander faced with this question. Having the foresight into an individual leader's decision making process and character allows for a more comprehensive plan of action when preparing battle space or dealing with foreign policy. A good chess player will tell you that if you know how your counterpart plays and can anticipate not only his moves but also his defensive strategy, it is easier to calculate the outcome ahead of time and anticipate the victory. The ability to plan, conduct, debrief and report accurately is paramount in continuing the important mission of protecting the U.S., its interests, and most importantly its people from all things that jeopardize its sovereignty. The advance training provided by HT-JCOE emphasizes the importance of collection through its various training platforms. The Debriefing Branch is just one such pillar of training offered.

The Debriefing Branch of HT-JCOE consists solely, thus far, of the Defense Strategic Debriefing Course (DSDC). This course is one of the center's four Joint Certification courses and the graduates also receive an additional skill identifier (ASI). Created in 1983, the DSDC is the oldest and most-established of all HT-JCOE courses. Prior to HT-JCOE stand-up, it was a joint Department of Defense (DOD) course under

Army executive agency. DSDC is a five-week course conducted eight times a year, with a ninth iteration dedicated to the joint reserve force. All graduates are certified as DOD strategic debriefers.

Overview

DSDC's mission is to train the art of strategic debriefing—the collection and reporting of national-level information acquired from usually willing and cooperative U.S. and foreign sources. Although simple in concept—talk to people, get information, write reports—the course addresses the various complexities and subtleties involved in the debriefing process. As one senior instructor explains it,

"The focus of the course is not just asking questions and taking notes. We don't shy away from the reality of human interaction, which is that people are unpredictable. Some are difficult to deal with, and they don't always provide clear and clean-cut information. Experienced debriefers understand that there is no one style, no one correct way to do this business, because there's no one right way of interacting with other people."

DSDC's consumer base is extremely wide-ranging. Each branch of service—Army, Navy, Air Force, Marines, and Coast Guard—has requirements for debriefers, and sends military and civilian students from operational field units, staffs, and analytic centers. Several joint agencies and combatant commands also have requirements, including the Defense Intelligence Agency (DIA), U.S. Central Command (CENTCOM), Special Operations Command, and U.S. Southern Command, and Northern Command. There is also non-DOD interest in the course, with occasional students from the Federal Bureau of Investigation and the Department of Justice.

Today, DSDC graduates serve throughout the U.S. Intelligence Community. The richness in consumer diversity is matched by individual student diversity. On day one, a newly-hired DIA Human Intelligence (HUMINT) collector-in-training, for example, may be sitting next to a combat veteran Soldier or Marine with multiple deployments. During an engagement drill, a Navy Lieutenant Commander may be partnered with an Air Force Staff Sergeant or mid-grade Army civilian. Rank and service take a back seat to HUMINT skills development in an environment that stresses functional performance as individuals as well as cooperative members of a HUMINT collection team.

Student diversity is deliberately factored into the course, with students placed in Detachment teams that distribute by service, gender, and experience. Because DSDC from day one promotes a teamwork approach to HUMINT collection, this facilitates the learning experience. For example, the experienced student Soldier fresh from an Iraq deployment assists the newly hired DIA student preparing for a debrief session on Iraqi atmospheric or human terrain issues. In turn, the DIA student, who is one year out of graduate school, reciprocates with report editing assistance for the Soldier whose writing skills may be out of practice. The student from CENTCOM, familiar with the commander's priority intelligence requirements, provides insight on the issues that the debrief and report should emphasize. The mobilized reservist Marine who is a corporate salesman in civilian life advises his teammates on self-confidence and interaction techniques. As one instructor assigned to Detachment duty said,

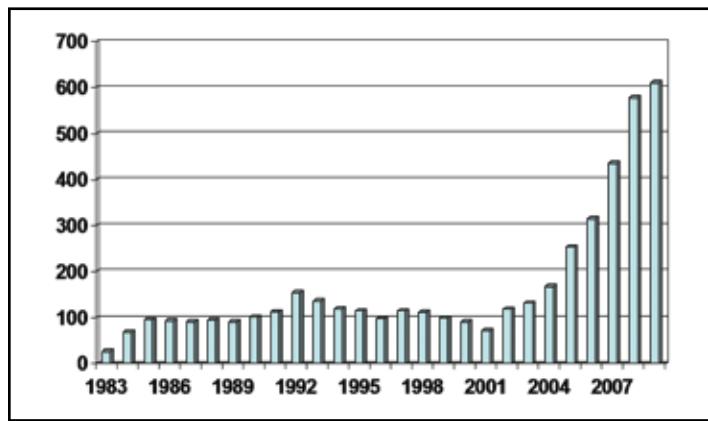
"Students learn from each other, not just from us instructors. By the end of the course, they're a tight-knit team, drawing and benefiting from each others' strengths and individualities. It's gratifying to see, as this is training for the reality of field operations, where operating alone means limiting success."

One of the more interesting DSDC student trends in recent years has been the increase in female attendance. This probably reflects field awareness of the unique insight and skills women bring to HUMINT. While women in DOD HUMINT were a rarity in decades past, nowadays any given DSDC class usually includes 12 to 15 percent of female students, from all agencies and branches of service. Most do extremely well in the training environment, and feedback from the field clearly demonstrates their abilities, skills, and contributions in the operational environment, either peacetime or active theater of operations.

Another welcome student trend has been the inclusion of Wounded Warrior members in recent classes. These are usually former combat arms Soldiers and Marines wounded in battle and transitioning to the intelligence field. These students bring a unique perspective to the training environment, as well as exemplary attitudes and motivation. Those with severe hand and arm injuries are provided with voice-activated software, and Secretary of Defense-funded tailored training on its usage to facilitate report gen-

eration. Of note, Wounded Warrior graduates maintain the same standards, and meet the same course requirements, as any other DSDC student.

Paralleling the intelligence community's increased emphasis on HUMINT in general, DSDC has experienced explosive growth over the past several years. For 20 years, from standup in 1983 to around 2003, it trained 12 to 15 students per class, or about 100 per year. This number expanded incrementally and gradually, to its current capability of over 72 students per class, or more than 600 per year, with plans to increase.



As student throughput increased over the years, the school relocated to larger facilities or added classroom annexes. The recent move to Matlack Hall, in May 2010, provides both state-of-the-art training facilities as well as the potential for future expansion. DSDC has managed the expansions of the past without compromising quality or content of the training. Further expansion will also retain the commitment to high quality training.

Training

DSDC students spend the first few days of the course learning the principles and theory of HUMINT, specifically the task of debriefing and reporting which are present throughout the full spectrum of HUMINT operations to include legalities and regulations. Mechanics and technical details such as systematic questioning, note-taking, report formatting, and special software applications are also introduced during this first phase. Several hands-on drills are inserted to reinforce the material, including writing exercises and short interaction vignettes to practice interpersonal skills. This stage of training, although somewhat demanding on students, is extremely beneficial to DSDC instructors as it identifies student strengths as well as areas needing im-

provement. This facilitates individualized mentoring as the course progresses, especially for students requiring additional instruction.



DSDC instructors address the class on the finer points of initial approach to a HUMINT source.

At the conclusion of this initial academic phase, the real coursework begins. Rather than passive classroom instruction, all training is conducted in individual learn-by-doing mode. The course literally intensifies in both focus and pace, as every day includes one-on-one debriefing scenarios and the resultant report writing. Fortunately, by this stage students are ready to apply what they've learned, and anxious to engage in hands-on practice. As a recent graduate expressed it: "Enough PowerPoint. Bring on the sources."

The heart of the DSDC program, as with other HT-JCOE courses, is immersive role-playing. Experienced instructors play roles simulating any number of de-



Students conduct "cold call doorknock" with DSDC instructors as notional sources.

briefing situations and types of sources, with students conducting the cycle of planning, preparation, execution and reporting. Students conduct many graded debrief sessions, some of them several hours long, never with the same instructor. These are challenging events, especially for students new to HUMINT interaction. Not only are they expected to apply effective questioning/interview skills that accurately capture all pertinent information, they must also establish the appropriate level of rapport that is often the key to success. Over the span of the course, DSDC students not only develop their skills and confidence but also emerge with their own style, melding individual skills and personalities to effectively manage a HUMINT source.



Instructors demonstrating a source meeting in a notional living room.

Roles vary by the specific type of debrief program, as well as by the instructor. There are hundreds taught at DSDC. Each also varies in complexity and volume of technical detail as well as in the interpersonal issues. Students are expected to adjust the balance between the two, and are evaluated and graded on both factors. For example, debriefing a cooperative engineer or scientist, while generally straightforward and requiring only minimal attention to people skills is extremely challenging if questioning and note-taking is weak. Pursuing every detail of every issue, and asking smart questions, is mentally exhausting.

Conversely, debriefing an emotional source, or one prone to suspicion or lack of cooperation, presents an entirely different challenge. Debriefers must adjust their focus to the critical soft skill of establishing trust and rapport. For many sources, depending

on the situation and scenario, this is the key to success. Although the intangibles make this component of instruction difficult to teach as well as evaluate, it is emphasized throughout DSDC training. Students practice overcoming hesitant or suspicious sources, through common sense application of politeness and empathy, and are given feedback and graded on their ability to do so. This is challenging for some students. As one graduate observed,

"I was surprised by the resistance factor inserted into one of the teaching scenarios. I was asking what I thought were good questions, and had clearly established why I was there and what I needed. But the information just wasn't flowing. As the debrief continued, it became clear that the role-playing instructor was forcing me to consider that this particular source felt compelled to debrief, but was nervous and deep down didn't want to cooperate. I had to adjust my whole approach, and pay attention not just to source's information but his concerns about meeting me."



Student debriefing a roleplaying instructor.

From the student perspective, the most well received phase of the course, both for its reality and training value, is the final exercise, dubbed Strategic Operations Exercise (SOX). The SOX, conducted during the last six days, is a freeform training event in which students telephonically contact their role-player "sources," make arrangements for meetings which can take place outside the classroom to include in public venues, and manage their own schedules to include report production.

SOX is designed to simulate a busy week in an operational collection unit, incorporating planning factors such as source-driven availability, meet-

ing site conditions, and the importance of thorough time management. Outside of operational role-play sessions, student-instructor contact is deliberately limited, to force teamwork among the students. After four weeks of strict schedule and deadline-driven training, students enjoy the freedom and independence of the final exercise. It is during this exercise that students discover for themselves how effective they can be as collectors with only minimal direction. It is their “solo” qualification.

Through the years, DSDC has adjusted its curriculum and training as the intelligence threat has changed, and as customers have modified their requirements. Reflecting its early-80s conception period, DSDC’s original focus was on Soviet Cold War scenarios. Most debrief sessions dealt with such issues as the Soviet military-industrial infrastructure and ballistic missile submarine operations. But as times changed, so did the training.

Currently, there are scenarios on terrorist/insurgency group funding and intentions, dual-use technology, maritime piracy and smuggling, and cyber warfare. Generating new role packages, which includes technical content details as well as source particulars, is research-intensive and time-consuming. However, doing so is critical for course relevancy and credibility, especially given the extensive experience level of today’s students, who demand immersive and realistic training.

DSDC doesn’t just teach a collection methodology, it also complements the training of other HUMINT schools. DOD recognizes debriefing as a distinct HUMINT discipline and DSDC graduates, unless there is any additional training required by their particular Defense HUMINT Executor, are fully authorized to conduct collection operations. However, debriefing is widely regarded as a supplemental and foundational skill for all other HUMINT disciplines, including more sensitive source operations, attaché operations, counterintelligence, liaison, and interrogation. Simply put, all HUMINT encounters at some point require interaction with a source to gather information. The DSDC focus on the meeting itself and information acquisition as the central critical process has obvious application for HUMINTers trained in source handling. As a senior DSDC instructor explains it,

“We teach the activity within the bubble—what happens between collector and source, and how

to acquire the information. Everything outside the bubble, including security measures required to travel to the site and protect both source and collector—these are taught at other schools, including those within HT-JCOE.”

Since its inception, the DSDC training methodology has always emphasized constant and continuous student feedback. This is especially critical given the highly subjective nature of HUMINT, with effectiveness difficult to measure and quantify. At the conclusion of each debriefing session, students are scheduled a full half-hour of critique from the instructor, in which all aspects of the meeting are discussed, to include the efficiency of the questioning as well as the interpersonal elements. For example, instructors will evaluate the thoroughness and flow of the questioning with such questions as:

Were reportable issues identified? Was there proper follow-up that ensured collection of every important detail known to source? Was the questioning style appropriate to the source and situation? If a cooperative source was in a position of authority, was the questioning conversational in nature rather than overly direct and interrogation-like? If the source is foreign, or there are language barriers or cultural differences, were the questions precise and non-colloquial?

Critiques of students’ people skills address the more intangible and subtle teaching points. Instructors discuss and evaluate the student’s overall demeanor, self-confidence, body language, use of humor as appropriate and other aspects of interaction. Reflecting the reality that some debriefs are more rapport-dependent than others, grading of interpersonal skills is weighted, varying with the type of source and situation.

In addition to immediate verbal feedback after each debrief session, students are also provided a written evaluation report covering the same teaching points and recommendations for improvement. As many students note, the written evaluations make it much easier to track their progress through the course, and identify trends both positive and negative. As a final feedback tool, all debrief sessions within the building are videotaped, and provided to students for self-evaluation purposes.

Given the sheer volume of potential issues and problems facing any new debriefer, it is impossible to cover all possible scenarios necessary to prepare students for the realities of field operations.

In response, DSDC staff members some years ago instituted a voluntary ‘brown bag lunch’ program to address some of the more non-traditional, real world training topics. These candid and informal discussions have become very popular, especially with students just entering the HUMINT community. Some of the topics available, and selected at student request, include HUMINT career opportunities, interagency and interservice operational coordination, and a “*lessons learned/mistakes I’ve made*” seminar led by honest instructors.

One of the most popular brown bags is a female-only ‘ladies lunch,’ with the female instructors sharing their experiences and providing insight and advice on breaking down barriers and stereotypes that often challenge the roles of women in the world of HUMINT. Although it may not be apparent to the female students, their lunchtime discussion and very presence at DSDC is a tribute to the person for whom the building is named—Mrs. Dorothe K. Matlack, a pioneer in her time who directly influenced overt collection in the intelligence community and validated the contributions of women.

DSDC has enjoyed a healthy partnership with the DOD Reserve Force for many years, providing a dedicated version of the course to both Army and DIA reserve units. Logistically, it’s a complicated training event demanding close coordination due to multiple staffs and locations. Essentially, the staff elements of both the Army and DIA reserve components provide students with ‘Phase One’ academics training. Upon completion, both groups of students converge on DSDC for practical exercise role-play sessions. Notably, although the training is split into two phases, the material is identical and graduation confers the same debriefer certification.

DSDC is fully online, with all student reports, regulations and supporting documentation, research material, evaluations, and videotaped debrief sessions residing within an internally-maintained local area network (LAN). Tech-savvy students appreciate the web-based, home-page driven system that puts

all necessary information at the student workstation. Except for hardcopy report editing and printing of material to take into debrief sessions, from the student perspective the course is essentially paperless. All staff functions, including generation and maintenance of lesson plans, presentations, and role packages, are also conducted on the LAN.

Conclusion

Over the past 27 years, DSDC has produced 5,000 debriefers, all the while enjoying a reputation of professionalism and responsiveness to the intelligence community. From its beginning in the final stages of the Cold War era to the current period of transnational asymmetric threats, DSDC has prepared HUMINT collectors throughout DOD to conduct the basic, bedrock process of intelligence debriefing. As the threat and consumer requirements change, DSDC will transform and adjust to ensure DOD HUMINT’s quality edge. DSDC graduates have made significant intelligence contributions and impact in meeting the needs of the U.S. and DOD Intelligence Communities.



CW4 Parker has over 23 years of service in the U.S. Army as a HUMINT Collector (351M) with training in Spanish, Portuguese, Italian and Arabic languages. Mr. Parker is currently assigned to HT-JCOE as the Branch Chief for the Debriefing Branch. He has served multiple tours in Kosovo, Iraq, and Afghanistan and has a diverse background in the Special Operations Forces community, tactical assignments at division and below and strategic assignments with DIA. CW4 Parker holds an MA in International Relations from the University of Oklahoma.

Mr. Russell is a DIA civilian assigned to DSDC as the Course Director. He has been an overt strategic debriefer for 25 years with assignments in Japan, the Middle East, and CONUS. He has served the community both as a DIA civilian and as a U.S. Navy Intelligence Officer.

Mr. Pahle has been a contractor instructor at the DSDC for the past 7 years. He previously served for 38 years as a HUMINT Officer with the U.S. Navy, U.S. Army, and DIA. Mr. Pahle has served in Germany, Iran, Cuba, Panama, as well as CONUS. He is a retired DIA Senior Intelligence Officer.



by Mr. Steven Bohn and Chief Warrant Officer Four Joseph Lancaster

The Interrogation Branch of the Human Intelligence (HUMINT) Training–Joint Center of Excellence (HT-JCOE) is responsible for five courses providing instruction in interrogation and HUMINT analytical techniques. For a number of years within the Department of Defense (DOD) there were no formalized schools focused on the training of advanced interrogation collection skills or devoted to the training of directing, managing, or supervising interrogation operations. The techniques involved in integrating the efforts of analysts and collectors into teams had evolved during deployed operations but were not standardized or formally trained within the Defense HUMINT Enterprise. The Interrogation Branch is the home of DOD’s training in advanced interrogation skills, analytical support to interrogation and collection operations, collector analyst collaboration training, and training in the conduct, management, and direction of interrogation operations.

The Interrogation Branch also provides the Joint certification course to train DOD personnel who do not hold the Army Military Occupational Specialty (MOS) 35M HUMINT Collector, or who have not otherwise been certified as interrogators. With a staff of over 65 Soldiers, civilians, and contractors, the Interrogation Branch is dedicated to training leaders, collectors, and analysts from all services, multiple national agencies in and out of DOD, and allied intelligence personnel.

In addition to training and certifying students for successful intelligence collection during their up-

coming deployments, the Interrogation Branch staff is participating in various ongoing research initiatives in conjunction with the Defense Intelligence Agency, various DOD contracted research companies, and university studies. One of the research projects involves collecting empirical data to support the efficacy of interrogation approaches which are identified in FM 2-22.3 Human Intelligence Collector Operations. This study is also attempting to identify other legal and effective interrogation approaches; in particular, rapport based approaches. Another project involves finding better ways to effectively detect detainee deception to include whether cognitive interviewing could be an effective method not only for collection of intelligence information, but also of detecting deception.



Mr. Bohn is the Deputy of the Interrogation Branch and is a retired Master Sergeant with more than 25 years of interrogation experience. His deployments include Operations Just Cause, Desert Storm, Enduring Freedom 1 and Iraqi Freedom 1. He has conducted interrogations throughout the CENTCOM Theater of Operations. Mr. Bohn holds the MOSS 35M and 35F and has deployments as an Interrogator and as an Analyst.

CW4 Lancaster is the Interrogation Branch Chief and has over 24 years in the HUMINT career field. He previously instructed at the Defense Strategic Debriefing and the Force Protection Source Operations Courses and has multiple worldwide operational deployments including the Balkans, Kosovo, Iraq, Guantanamo Bay, and Afghanistan with assignments as a S2X, HUMINT Analytical Cell OIC, and Interrogation OIC.

Joint Senior Interrogator Course:

The Art and Science of Experience

by Mr. Steven Frelke

The Joint Senior Interrogator Course (JSIC) is a 15 day resident course held at Fort Huachuca, Arizona providing instruction to senior-level interrogators on additional skills; techniques; methodologies and strategies to implement approved approaches; conduct questioning; writing, reviewing and publishing reports, and professionalization of HUMINT personnel. A key component of the JSIC is information and experience sharing. The JSIC facilitates adult learning through critical thinking, problem solving, guided group discussions, and practical exercises.

The course trains how to supervise DOD Interrogation operations at all echelons and for multiple functions to include legal responsibilities (law, regulations, policies and directives), mentoring and training junior interrogators, cultural analysis, and human behavioral analysis. The course also trains procedures in the supervising and monitoring of various operational activities (screening, interrogation, teams or individuals subordinate to the Senior Interrogator but not co-located such as HUMINT Collection Teams, MTT, and general and direct support.)

Additional discussions and training involve:

- ◆ Sources of potential intelligence information (level of knowledge, placement and access, etc.)
- ◆ Automated systems and their functions (Combined Information Data Network Exchange, HUMINT Online Tasking and Reporting, Detention Information Management System/Fusion, etc.)
- ◆ Exploitation of open source material.
- ◆ Intelligence information reports.
- ◆ Management and use of interpreters.

- ◆ HUMINT collection in support of intelligence.
- ◆ Surveillance and reconnaissance and cross-cueing.
- ◆ The role of HUMINT in counterinsurgency.

Guided discussions on current standard operating procedures (SOPs), relief in place/transfer of authority procedures, operational trends, lessons learned and obstacles to collection take place in an open forum, encouraging the sharing of experiences (positive and negative), critical thinking, and problem solving.

The JSIC design revolves around two key areas: professional development of the individual Interrogator/HUMINT Collector and leadership and supervision of Interrogators/HUMINT Collectors and others (e.g., analysts, interpreters, etc.) supporting collection operations.

The professional development portions of the course are designed to increase the individual capabilities (putting more “tools” in the “tool-box”) of the collector. Students are given opportunities to implement all new concepts during practical exercises. Every practical exercise is followed by an after action review to reinforce student learning. Students learn as much from discussion with their fellow classmates as from the exercise and the instructors.

The sections of the course that cover leadership and supervisory skills are complemented with a combination of practical exercises, thought-provoking guided group discussions, vignettes and/or scenarios to challenge students’ critical thinking and decision making capabilities. Students are often given broad, general or even vague directions in order to prompt them to think and act for themselves using their

personal or shared experiences, personal and professional abilities, learning that has occurred in the course or to seek guidance from their peers and/or the instructors.

The addition of key guest subject matter experts (analysts, an attorney from the Judge Advocate General's Office, a behavioral science consultant and a critical thinking expert) provide a solid foundation for all instruction at the JSIC. Each of these guest speakers focuses the discussion and learning on the applicability to HUMINT collection and operations. All guest speakers make themselves available to the students during the course and after graduation to support them in their future assignments.

The JSIC is the only advanced level training specifically designed to meet the needs and requirements of the Senior Interrogator. The JSIC is geared towards the senior NCO and warrant officer with current operational experience, but can accommodate those who are new to the field when necessary. JSIC is only open to trained and certified interrogators from all services, U.S. government agencies, and some coalition partners.

Each student graduating from the JSIC receives a resource DVD that contains documents (directives, policy letters, regulations, etc) and/or Internet links pertinent to conducting legal operations. The DVD also has listings for training and resources, lessons learned, copies of past and current JSIC student projects, examples of relevant texts (SOP,

training materials including videos, role building kits, etc.), and lists of professional reading materials recommended by the JSIC staff and guest speakers.

The JSIC Director and staff actively maintain contact with graduates and other intelligence professionals in the field and in the training environment in order to maintain relevancy and currency for all future students and their own professional growth. Input and suggestions are taken seriously and much of the current curriculum content and focus is directly related to student input, critique and feedback.

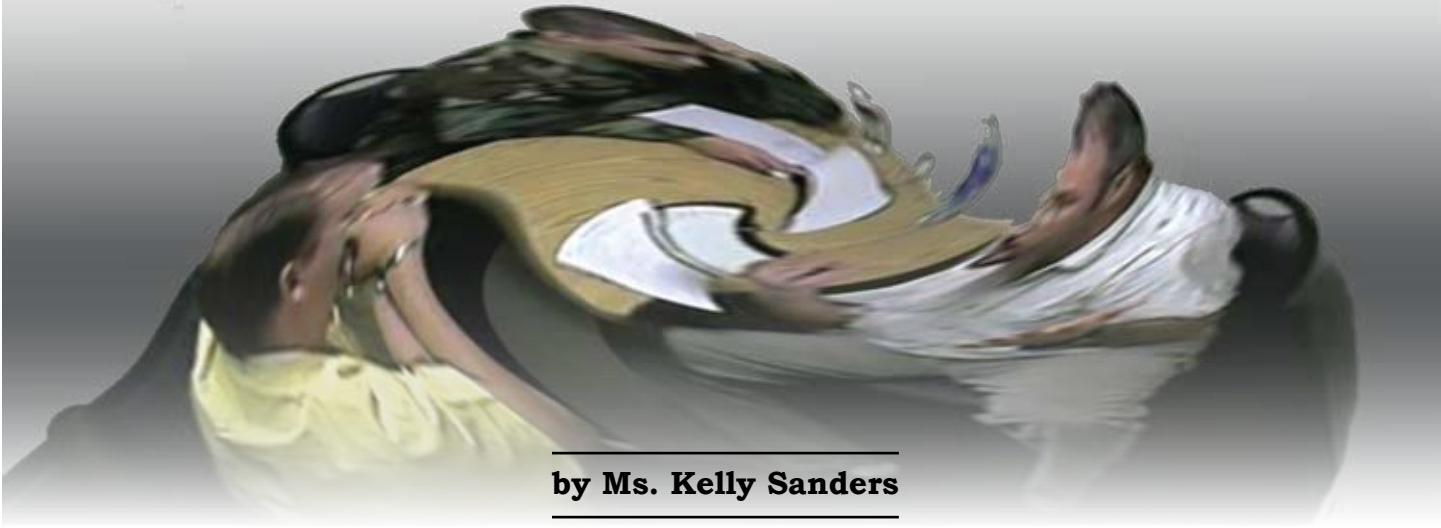
Since the pilot course, JSIC has run nine classes with an average of twelve students per class (approximately 108 students.) The JSIC is scheduled for six classes in Fiscal Year 2011 and has collaborated with the Warrant Officer Training Branch to provide specific professional development for both the Warrant Officer Basic and Advanced Courses for the MOS 351M HUMINT Collection. 

Mr. Frelke, a DA Civilian, is the JSIC Director and has oversight of the Joint Interrogation Management Course. He served over 20 years as a HUMINT Collector/Analyst for DOD and other U.S. Government agencies both abroad and in the U.S. Mr. Frelke served multiple combat tours in Afghanistan and Iraq, as well as tours of duty in Southwest Asia, North Africa, South and Central America. His previous assignment was as the Capstone Exercise Director for the Joint Analyst-Interrogator Collaboration Course.

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The Joint Interrogation Certification Course



by Ms. Kelly Sanders

The Joint Interrogation Certification Course (JICC) focuses on training the five phases of interrogation: planning and preparation; approaches; questioning; termination, and reporting in accordance with FM 2-22.3, DOD directives and policies, the Law of War, and Federal law. The course also focuses on supporting tasks of legal principles, map tracking, separation technique, and screening as well as implied tasks such as active listening, critical thinking, note taking and time management.

The JICC, using the “crawl, walk, run” method of instruction, emphasizes the technical aspects of interrogation operations. The first two weeks of conference instruction establish a solid foundation for the tremendous amount of hands-on practical application which follows. The result is experiential based learning that focuses on success. Students may expect to encounter a variety of role players, personalities, and professional dilemmas; all based on documented interrogation operations, as they progress through a challenging series of collection scenarios. Setting and maintaining high standards with a well-trained instructional cadre is the key to student success and confidence, enabling technically proficient apprentice interrogators to smoothly transition into any theater of operations.

Recent JICC graduates have been assigned within the special operations community, to naval boarding teams engaged in counter-piracy operations, and have been placed with and deployed in support of DOD and National agencies.

The JICC is an eight week, two-day resident training course conducted at Fort Huachuca, which trains and certifies service members and DOD civilians as DOD interrogators. The JICC is scheduled for five classes in Fiscal Year 2011. Any student who, by virtue of their position, may come in contact with recently captured individuals in locations without a permanently assigned interrogation element may enroll in JICC.

In addition to their interrogation certification, JICC graduates take home a “Tool Kit” DVD containing documents (policies, directives, regulations), Internet links for resources, and one of their own recorded training sessions. JICC graduates receive updates and or changes in interrogation guidance, and provide feedback to evolve and improve training.

Established in 2006 to train sister service personnel, provide conversion training for selected MOS 97B /35L Counterintelligence personnel, and recertify formerly trained military interrogators, JICC is one of only four DOD Interrogation certifying courses.



Ms. Sanders, a DA Civilian, is the Course Director of the Joint Interrogation Certification Course. She served for 20 years in the U.S. Army as a HUMINT Collector/Interrogator.



by Staff Sergeant Erin Epp and Mr. James Thornton

The Joint HUMINT Analysis and Targeting Course (JHATC) is a course designed to train all-source intelligence analysts and HUMINT collectors in how to operate as a cohesive team and integrate military source operations into the targeting mission. The two-week course teaches both analysts and collectors to work together to more efficiently gather and analyze intelligence. JHATC focuses on three core competencies: Lead Development (also known in the Intelligence Community as Source Targeting), Source Validation, and Personality Based Targeting.

HUMINT is a primary source of intelligence in Irregular Warfare where Human Terrain is the Center of Gravity. Too often, however, HUMINT collection occurs without a clear and consistent understanding of the greater operational environment. Collectors are frequently far too busy, and almost never formally trained to conduct analysis on networks to identify information or power brokers. Without in-depth network analysis collectors are often times lured into collecting information from cooperative individuals with very little quality information, rather than focusing their efforts on individuals with consistent information of intelligence value. The ultimate result of this inefficient system is collectors spend far too much of their valuable time partially answering requirements, collecting non-relevant or inaccurate information, or not recognizing and reporting very valuable information. Providing direct analytical support at the point of collection is a force multiplier for HUMINT, and this

is true even more so when the analyst and the collector are trained to operate as a team.

JHATC is poised to fill a training void within the intelligence community as analytical support to collection is being recognized as a combat multiplier. Major General Flynn's January 2010 White Paper, *"Fixing Intel: A Blueprint for Making Intelligence Relevant in Afghanistan,"* emphasizes the importance of analytical support at the lowest level and understanding of the Human Terrain in a given geographic area. JHATC intertwines these concepts into every aspect of the course; training students to map the "grey" force using link diagrams and exploiting those charts with network analysis. These are fundamental tasks and critical precursors for Lead Development and Source Validation as well as vital for penetrating hostile networks and targeting critical nodes.

The course is taught using a Tactical Operations Center-based setting and a series of practical exercises which ultimately culminate in a three day Final Training Exercise. During the course, collectors gain an understanding of the basic analytical processes and are shown the capabilities of multiple intelligence disciplines including Signals Intelligence, Measurement and Signatures Intelligence, and Geospatial Intelligence. Analysts develop a greater understanding of the HUMINT collection process and are trained to consistently communicate with collection teams, thereby strengthening the accuracy and timeliness of HUMINT collection. Analysts

are also taught to utilize Social Network Analysis to develop leads as potential sources and target high value individuals.

Throughout the course, JHATC students are organized into small groups; pairing collectors and analysts with varying levels of experience. The small group instruction ultimately creates a dynamic learning environment where students are likely to learn as much from their peers as they do from an instructor. The scenario used throughout the course is designed to foster group cohesion and teamwork both within and among the small groups. Students will find their success in the course is as much dependent on cross-group communication as it is with senior and subordinate organizational elements. JHATC students are also concurrently enrolled in HT-JCOE's Joint Source Validation Course (JSVC) and receive a JSVC certificate in addition to a JHATC certificate.

JHATC is ideal as pre-deployment training for Military Intelligence (MI) Soldiers (analysts and collectors) assigned to the 2X, HUMINT Analysis Team, HUMINT Analysis Cell, HUMINT Operations Cell, or CI and HUMINT Analysis Requirements Cell. JHATC is also poised to fill a training void as MI rebalances and implements the Company Intelligence

Support Team. JHATC has seen consistent interest from within the Special Operation Forces (SOF) community, as the training they receive within the course incorporates proven SOF intelligence techniques. Students who have completed the course have provided positive reviews, including recommending this training become an integral aspect of their unit's pre-deployment training. 

Staff Sergeant Epp is the Joint HUMINT Analysis and Targeting Course NCOIC as well as one of the lead course developers. SSG Epp's previous assignments include the Advanced Source Operations Course, and deployments in support of Operation Iraqi Freedom with the 1st Armored Division and 4th Infantry Division ACE. She has also instructed at the Army Intelligence Analyst Basic Course.

Mr. Thornton is the Joint HUMINT Analysis and Targeting Course Director. He has targeting experience in Naval Expeditionary and Strike Warfare from active duty service in the Navy, and intelligence support to Air Combat Operations in the Air Force Reserve. He is a veteran of Operations Desert Storm, Sharp Guard, Deny Flight, Southern Watch, and Northern Watch. Mr. Thornton was recognized as the Department of the Air Force Intermediate Intelligence Professional of Year (2001) with preceding recognition at Air Combat Command and the Eighth Air Force. Mr. Thornton is also an instructor with the Joint Analyst and Interrogation Collaboration Course.



Joint Interrogation Management Course:

Providing Leaders the Proper Tools



by Mr. Kurt Deinhardt

Following the release of the Faye Report concerning events at Abu Ghraib prison in Iraq in 2004, a group of subject matter experts (SMEs) convened to discuss the results of the report. One of the most obvious failures cited in the report was at the leadership level. There was a lack of understanding concerning the line between detention and interrogation operations resulting in a lack of structure and managerial expertise. The SMEs concluded that the U.S. Army had no training available for the intelligence officers who fill interrogation operations' positions in the current theaters of operation. It was decided that a course discussing interrogation operations from the management level was sorely needed.

Members of the HT-JCOE took up the challenge of creating such a course. From an already existing base of expertise within the Interrogations Branch, the center chose instructors to develop a program of instruction for interrogation managers.

Since the Joint Interrogation Management Course (JIMC) pilot class held January 2009, six classes were conducted in Fiscal Year (FY) 2009 with ten scheduled for FY 2010. Consistent input from students, instructors, and guest speakers has contributed to the JIMC developing into the course seen today, providing interrogation management training to intelligence professionals across the armed services and into the civilian sector.

JIMC, a 15-day resident course, is one of three courses in the Area of Concentration (AOC) 35F HUMINT Officer Program. JIMC is geared towards junior officers and reclassing senior NCOs and warrant officers who will be involved in interrogation operations at any echelon and is open to all students, not just those in the 35F program. JIMC does not certify students to conduct interrogations, but does familiarize leaders with the techniques and challenges of conducting interrogations as well as the challenges and relevant policies applicable to the management of interrogation operations. JIMC is primarily de-

signed for training personnel who are not already certified interrogators but can serve as leader or refresher training for qualified interrogators who have previously focused on source operations or are now taking on increased levels of responsibility.

JIMC trains pertinent aspects of the interrogation management cycle. The course is organized into three modules: Administrative, Functional, and Managerial. Laws, regulations, and policies are introduced and reviewed in the Administrative module. In the Functional module, students are introduced to basic interrogation techniques and procedures and, on a limited basis, go through the entire cycle that an interrogator would, from planning and preparation to report writing. In the Managerial module, students are taught pertinent aspects of interrogation operations. Students are taught concepts such as structure, roles, interrogation prioritization, interrogation monitoring, analyst integration, interrogation software and tools, managing interpreters and facility inspections to prepare them to run interrogation operations.

The JIMC uses a basic Joint Interrogation and Debriefing Center (JIDC) model to teach concepts, but classes are applicable at different echelons. The course culminates in a 2-day, web-based exercise designed to give the students an opportunity to utilize the skills they have learned by running a notional JIDC. Students are expected to solve issues that they encounter as well as attend to regular operations.

All Students will receive a certificate of completion at the end of the course. Students enrolled in the AOC 35F Program will receive a consolidated Academic Evaluation Report at the end of the program.



Mr. Deinhardt, a DA Civilian, is the Course Director for the JIMC. He served for 20 years in the U.S. Army in a variety of interrogation and HUMINT assignments, and deployed for four combat tours in Afghanistan and Iraq. His previous assignment was as an instructor at the Joint Senior Interrogator Course.



The Joint Analyst and Interrogator Collaboration Course

by Mr. Patrick Skora

Many military commanders have spoken to the value and effectiveness of HUMINT during contingencies such as those being fought by our military forces in the Middle East. HUMINT collection becomes even more effective with the guidance provided by skilled analysts, especially when the interrogators and analysts work as a team. The Joint Analyst and Interrogator Collaboration Course (JAICC) trains interrogators and analysts to work together in a synergistic manner to efficiently obtain reliable and accurate information from detainees.

Historically, analysts have not directly supported interrogation operations. However, over time, HUMINT leaders have realized the benefit of direct analytical support to interrogation operations. But, in the past, analysts who supported interrogation operations had to learn on the job because there was no formal school to teach analysts how to best support interrogators. Even today, other than the JAICC and the newly established Joint HUMINT Analyst and Targeting Course, analysts receive no formal training that teaches them how to effectively support and guide interrogation operations.

JAICC began instructing intelligence teams consisting of HUMINT collectors and analysts in January 2003, prior to the establishment of the HT-JCOE under a different name, but with the same mission. At its genesis, the course was established under the Defense Strategic Debriefer's Course (DSDC) and was named Intelligence in Support of Combating Terrorism (ISCT). It later became an independent course under the U.S. Army Training and Doctrine Command and was renamed the Enhanced Analysis and Interrogation Training (EAIT) on 2 May 2005. Finally, it was renamed JAICC when it became part of HT-JCOE in October 2007.

JAICC (ISCT) was initially a three week course established to answer a U.S. Naval training request. That request was to develop intelligence professionals, specifically interrogators and analysts, who could effectively obtain information from hardened, resistant, and deceptive detainees held at Guantanamo Bay, Cuba by defeating their resistance techniques to interrogation. Tiger Teams consisting of analysts and interrogators were already being used there, so the training would be such as to prepare the teams specifically for interrogation operations at Guantanamo Bay. At the course, interrogators and analysts were independently taught some of each

other's idiosyncrasies and how to work and support each other and then brought together to work and collaborate as a team to exploit intelligence information from a detainee during a capstone exercise. Historically, analysts and interrogators had worked separately and it was difficult to overcome this inflexible manner of doing business.

When JAICC (ISCT) separated from DSDC and became EAIT, new course material was developed by six HUMINT, Counterintelligence, and Analyst subject matter experts with experience in their respective fields. The three most significant changes to the instruction were:

- ◆ Analysts and interrogators were forced to work and collaborate together as a cohesive team from the first day of the course.
- ◆ Units deploying to other operational or theater-level interrogation facilities such as a Joint Interrogation Debriefing Center (JIDC) were provided instruction tailored to the geographic area of their deployments.
- ◆ Detailed scripting of roles for detainees, who were sometimes linked with each other and required multiple interrogations, were developed.

Furthermore, EAIT was now a six week course. The first class began on 10 October 2005 with a cadre of 16 and 110 students. The students were predominately U.S. Air Force members who were slated to support JIDC interrogation operations in Iraq.

In October 2007, the JAICC (EAIT) was brought under the umbrella of HT-JCOE and re-named JAICC. The JAICC has a good reputation of incorporating the most current enemy tactics, techniques, and procedures and lessons learned from deployed units as well as new doctrinal changes into its lesson plans. Currently, JAICC instructors are mostly Department of Defense (DOD) contractors or DOD civilians who are former or retired military members from different services (some maintain their reserve or guard status.) All HUMINT instructors are certified by interrogators, and all Analyst Instructors may be from any DOD Service Certification School. JAICC conducts 7 classes per year with 44 HUMINT and Analyst students from all military services.

A typical JAICC class starts with a platform instruction phase consisting of 15 hours of lecture with practical exercises that are dedicated to Joint

(Analyst and Interrogator) deception detecting and mitigating detainee resistance to interrogation. The platform instruction phase is where students learn how to prepare and conduct mid and long-term interrogations. These interrogations are needed to completely exploit hardened, deceptive (cover story), and resistant detainees to gain complete, accurate and reliable intelligence information. The intelligence teams learn to do this by using advanced questioning methods and analytical tools and techniques to produce analytical and target products and responding to time-sensitive information requirements.

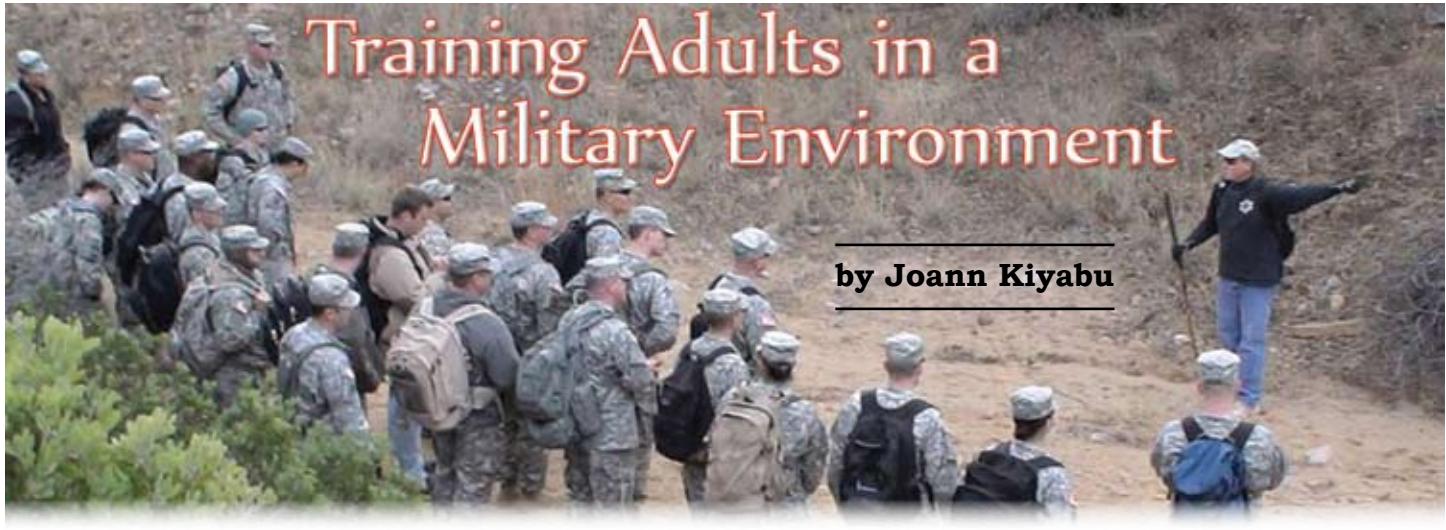
During the platform phase, all students will be trained in the current operational environment and the culture of the people, terrorism structure and organization, interrogation resistance techniques, detecting deception, and report writing. HUMINT Collectors receive HUMINT specific training and Analysts receive analyst specific training in HUMINT-focused research tools and product development.

In addition to the practical exercises built into the platform instruction, there are three fully scripted interrogation practical exercises with role players. Following the platform instruction phase, the course moves into a series of tested interrogation iterations where students are placed in realistic situations requiring the application of what they learned during the platform instruction phase. The students' success is greatly dependent on the amount and effectiveness of the collaboration between the interrogator and analyst throughout the course.

JAICC is five weeks in length and conducts seven iterations per year. The optimal student ratio is one Analyst to two HUMINT Collectors. JAICC is open to all members of the Defense HUMINT Enterprise, but is especially suited for military or civilian personnel assigned to or entering an operational HUMINT position. Analyst applicants must be a graduate of a service Analyst course. Interrogator applicants must be already trained and certified by an accredited interrogation course.



Mr. Skora is the current JAICC Director. He is a retired Army Chief Warrant Officer (CW4) career HUMINT Collector. Since retirement, he has been with HT-JCOE for the past one and a half years. He is a Korean and Spanish linguist and holds an MS in Strategic Intelligence.



Training Adults in a Military Environment

by Joann Kiyabu

Introduction

When training adults in the military who are beyond initial entry training, there are certain expectations that instructors should have as they prepare for the training sessions. An instructor can expect students who are attending training voluntarily, who will prepare for class, and who expect this training to directly relate to them being better at their jobs in support of unit missions. They want to be challenged in ways that are relevant, authentic, and engaging. An approach, using more andragogical than pedagogical methods through the use of adult learning models and more engaging, student focused methods and techniques is required.

Andragogy

Andragogy, or the teaching of adults, is important for all instructors of adult learners to understand and employ. Adults are different than children and need to be taught differently using an adult learning model. Malcolm Knowles was one of the first American educators to use the term Andragogy as opposed to Pedagogy to highlight the differences between teaching adults and children. Adult military students are more likely to come to class prepared with completed readings or assignments, ready to discuss, learn, and ready to be challenged. Additionally, these adults expect to be treated like adults and receive quality training that will help them in combat and non-combat situations alike.

Adult learners expect experienced and credible instructors, realistic scenarios for practical exercises, and tests that measure knowledge and skills at the higher levels of a learning taxonomy. Military courses need to be designed and presented so that

these adults leave with higher levels of learning such as critical thinking, analysis, and problem-solving skills that will make them more flexible and adaptable in their jobs. As training developers and instructors we are responsible to provide that challenging training. There are several critical adult training strategies to be considered in this type of training.

Critical Thinking

The exposure to critical thinking in the more advanced military courses such as those taught at the Human Intelligence Training-Joint Center of Excellence must go beyond just terminology and definitions. Critical thinking must be integrated into the course through conference, discussion, small group techniques, and practical exercises that include concept understanding, ability to make logical assumptions, and the ability to look at situations from multiple points of view in order to peel through layers of information for clear and compelling evidence to support courses of action or decisions that need to be made.

Critical thinking can be incorporated by presenting the basic concepts and performance standards with demonstrations and allowing the students to practice in a non-graded practical exercise with feedback and mentoring on their performance from the cadre. If time allows, engage the students with even more practice using more challenging and complex scenarios. When they have practiced as many times as the time allotted to this activity in the course allows, they can be tested with an additional authentic, relevant scenario.

In other cases, you want the students to research and come up with their own solutions based on a scenario where you provide some classroom instruction and templates on a server for them to use to determine the best solutions without the benefit of a demonstration. The performance objectives developed for the specific training will help determine whether demonstrations are provided.

The latter example allows for more creative and critical thinking. Role-playing a meeting or contact could be used in either of the two examples just described. The instructor could demonstrate a role-playing session or students could be given some basics about roles, scenarios, and how to deal with someone who is friendly, cooperative, belligerent, etc., in order to see how the students perform in reacting to a role-player in each of those situations.

Look for questioning opportunities in each and every lesson. Questions that go beyond recall level make excellent segues into activities and can arouse the curiosity of the students leading to more critical and creative thought. (Chin) Good questioning techniques are particularly important during role playing. The instructor doesn't necessarily want to answer all questions. Answering a question with another question, carefully avoiding role-player cueing so they do not say what they think the instructor wants to hear. An example of answering a question with a question during role-playing is if a detainee role-player asks, "What will happen to me now?" A responding question might by, "What do you think will happen to you now?" Ideally, you would want to give more than one opportunity to role play using different scenarios or roles to provide students with different, authentic experiences and to practice their questioning techniques.

Experiential Learning Model

Reflection is a huge part of adult learning. It is in the discussion after an event, case study, or watching a dramatic video where learning increases exponentially as students hear different perspectives as to what other students saw, heard, or read that was different from their ideas. The experience itself is important but the real meat and potatoes of learning occurs in the reflection. Aristotle said: "*For the things we must learn to do before we can do them, we learn by doing them.*" John Dewey added, "*We don't learn from experience; we learn by reflecting on experience.*" (Bain, Zimmerman)

A good adult learning model which includes reflection (in the "publish and process" stage) is being used at the Command and General Staff College (CGSC). It is known as the CGSC Experiential Learning Model (ELM), which is based on David Kolb's Experiential Learning Model. In the CGSC ELM there are five stages: *Concrete Experience, Publish and Process, Generalize New Information, Develop, and Apply.*

In the first stage, students have some kind of cognitive, affective, or psychomotor experience followed by the second stage, *Publish and Process*, that includes a discussion of what happened and why it happened the way it did. An example of a *concrete experience* is showing a video of a significant emotional event or an activity such as putting a structure made out of blocks together. Then, through questioning by the instructor, the students discuss this experience as to what happened and why it happened the way it did. In the case of putting a block structure together, what could come out of the "publish and process" stage is how smoothly the structure was put together because the group communicated and/or worked well together. This concrete experience should be related in some way to the new information you intend to present in the third stage.

The third stage, *Generalize New Information (GNI)*, is where new information is presented using some method of instruction, tying this new information back to the concrete experience which ties into the reflection. In the case of putting the blocks together, GNI on communication, leadership, or teamwork would tie back nicely to that particular concrete experience. Another example I have seen used in training is showing a video of an American flag-draped coffin on a horse drawn caisson for the concrete experience. In the second stage, the students discussed what they were thinking as they watched the video, such as the emotions they felt or did they relate it to any personal experience that colored the way they thought about it. This discussion led into education and training during the GNI stage about the dignity and respect required of someone who works in mortuary affairs. During the training reverence, dignity, and respect were tied back to what they felt as they observed the video.

The fourth stage, *Develop*, more appropriately called "Value," is where the students determine

what value is in this training for them. Sticking with the blocks theme, the value could be where students mention how this training and the discussions brought out something that is either new or validates their ideas on building a cohesive team. In the final stage, *Apply*, the skills and knowledge learned are tested. (Kem)

Training adults is unique because of the different strategies used to present the information. Adult learners need and expect more than just lectures with slideshows. You can and should use more cognitive, constructivist, and experiential type methodologies due to the varied experiences and education levels of the adult learners.

Engage your adult learners early and often during the training with discussion that includes reflection and practical application of what they are learning. As an example, organize the class into teams of 6 to 12 students for parts of the course. Start the instruction by taking a few minutes to engage them in a small group discussion after you have given them some activity where they were given minimal guidance. During that discussion, ask the students what they did, discovered, researched, meetings they had, etc., the day or days prior. Ask what problems they encountered, what were their successes, what mistakes were made, and what did they learn from those mistakes.

There are other ways to engage adult learners such as using a video, a short article, or even just a word or phrase to evoke emotion from your students to start that discussion. Ensure that discussion includes time for them reflect on what happened, how they felt when they watched the video, for example, or why they thought something happened the way it did. Adults learn best by doing, exploring, and/or analyzing job related missions or issues. Even though some of the “doing” is cognitive rather than psychomotor, it is during the reflection piece where the most learning in adults occurs. A good way to incorporate this questioning is to use Socratic questioning techniques and case studies.

Socratic Questioning and Case Studies

Socratic questioning is a technique in which the instructor is neutral and withholds personal comments while questioning students. It is very effectively used with case studies, conferences, role

playing, or discussions. When using Socratic questioning, the instructor should be asking questions just to focus the discussion; most of the talking should be by the students. If a student asks you a question, try to turn that question back to the group to answer. Don’t answer questions that another student can answer as this could stifle critical and creative thinking and therefore affect learning.

Socratic questioning in conjunction with other methods of instruction needs to be flexible and spontaneous. For example, if a student asks “What would be the best way to determine if someone is being honest with you?,” the instructor could turn to the group and repeat or rephrase the question such as, “Let’s ask the group, what are some ways to determine if someone is telling you the truth?” This allows you to engage the group, let them brainstorm or just discuss to elicit answers from the group. Then the group could rank these truth telling criteria from best to worst to answer that student’s question.

When conducting a discussion, occasionally the instructor should summarize the salient points of the discussion. To be successful, the instructor needs to not only plan major questions but also subsequent questions to keep the student focused and on track. The instructor must also anticipate other directions the discussion can take and have questions prepared for those possibilities as well.

The knowledge, skills, and experiences military adult learners bring to the advanced training classroom are phenomenal. Learning can be increased dramatically through the use of small group instructional techniques such as case studies. Just as Socrates used analogies and questioning with his students, the use of the case study method is particularly beneficial for adult learner training. Students take responsibility for their own learning during the advance preparation by critically reading the case study.

The first course I took using case studies and Socratic questioning was a culture shock. It was the first time I had been exposed to this type of adult learning even though I was in the business of educating adults at the time. As a student I was used to being given reading assignments and then experiencing little or no discussion of those reading assignments in subsequent classes. Like the typical

student, if the material I was made to read was not discussed, the next reading assignment may or may not be read. In this case, I had not read the case study very thoroughly; I had just skimmed the story. Therefore, I was unprepared for that next class session and watched as my more prepared peers were able to analyze the case. While I had very little of value to contribute to the discussion, it was a powerful lesson for me to learn and one that I have never forgotten.

Through the use of Socratic questioning in case studies, you increase the ability of students to look for underlying issues, principles, and themes and then encourage discussion towards some outcome. Ultimately, the goal of using the case study approach is to enable the students to be better prepared to handle a similar situation in their future assignments. Once students get the rhythm of how the Socratic questioning class is going to proceed in the next session, they know they have to prepare by critically reading the case study to analyze and discuss it, fully exploring all possible causes and solutions. Case studies must be carefully developed to lend themselves to that analysis and discussion with the intention of having students come up with solutions.

The best cases are based on or are actual military or cultural situations used as a way of analyzing where events could have been handled differently or bad situations could have been recognized earlier to have changed the outcome for the better.

Using Realistic Scenarios

Another method of training involves using realistic extended scenarios that allow students to use the military decision making process, intelligence preparation of the battlefield, and gathering of intelligence within their military occupational specialty or area of concentration. The class can be organized into the different elements that would be involved in the planning and intelligence gathering processes. Instructors provide challenges and limitations as the students' progress through the scenarios to provide those realistic problems that could crop up during any real-world scenario.

Conclusion

Training adults is challenging for the instructor because with the rapidly changing tactics, techniques, and procedures, particularly with a nation

at war, it is difficult for the instructors to stay current and relevant. This requires constant research and maintaining contact as a means of obtaining feedback from former students who are now in deployed environments. Additionally, if possible, every two or three years instructors should spend some time in the same conditions or assignments as their students are assigned to stay current and relevant for their future students and for training development—especially to develop scenarios for use in practical exercises and tests.

Ultimately, training adults is a very rewarding experience as you watch the growth, adaptability, and flexibility that occur as you challenge them with critical thinking and problem-solving activities or scenarios and other adult learning methods. Using discussion, Socratic questioning and other small group techniques with adults in conjunction with an experiential learning model increases the educational benefit for all the learners. Make your activities relevant, realistic, and authentic for the best results. Our job as trainers is to prepare our students for dynamic combat environments and by using adult learning models, we can achieve success.



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HT-JCOE's Training Administration and Assessment Program

The screenshot shows the HT-JCOE TAAP website. At the top, there is a logo for "HUMINT TRAINING JOINT CENTER OF EXCELLENCE" and the acronym "TAAP". Below the logo, the text "Training Administration & Assessment Program" is displayed. A banner below the logo features a graduation cap icon and the text "Enrollment process included.". The main menu includes "Student Management", "Training Management", "Training Assessment", "Resource Management", and "Instructor Management". Each menu item has a corresponding icon: a graduation cap for Student Management, books for Training Management, a bar chart for Training Assessment, a globe for Resource Management, and a compass for Instructor Management.

by Varej Filhanessian

Enrollment process included.

Introduction

From the day the Human Intelligence Training–Joint Center of Excellence (HT-JCOE) was established as an advanced Human Intelligence (HUMINT) training center for the Department of Defense HUMINT Enterprise (DHE), there was a clear need to have a secure Training Management System (TMS).

Early in 2009, HT-JCOE staff looked at several different options and decided to adopt the Training Administration and Assessment Program (TAAP) as the program of choice for the HT-JCOE TMS. At that time, TAAP was still in the beginning stages of development and had very limited TMS functionality, but held a lot of promise to evolve into a custom-built system that could accommodate all of HT-JCOE's training administration and assessment needs.

Today, TAAP has turned out to be an extremely useful tool and plays an integral and central role in HT-JCOE operations. A comprehensive and extensive web-based database, it provides the ability of two-way secure communication between HT-JCOE and our "customers" via the Secret Internet Protocol Router Network (SIPRNet); provides HT-JCOE with online enrollment capability; centralizes student enrollment and demographics data; centralizes and standardizes HT-JCOE training administrative documents, and provides a user friendly "one-stop shop" for information regarding HT-JCOE.

Security

TAAP is designed with several security layers to prevent unauthorized access to the underlying database. Obviously, the first security layer is the use of the SIPRNet. Personnel who wish to visit the HT-JCOE TAAP website must first have SIPRNet access. General users with SIPRNet access can only see upcoming classes of all HT-JCOE courses, complete

the online enrollment request for a specific class, read the HT-JCOE catalog, and visit the extensive reference library.

The second security layer is the use of a user name and password, with which only selected personnel can access the underlying database. Generally, this type access is reserved for HT-JCOE internal use.

The third layer of security is the use of tailored access and permissions. Personnel whom the HT-JCOE TAAP has granted a user name and password to access the TAAP database do not have unlimited access to all parts of the database. HT-JCOE leadership assigns various levels of access to the different parts of the database.

In addition, TAAP incorporates special provisions for the student enrollment part to accommodate all potential students, including those who may be in special programs and prevent any unintentional data transfers to systems below the appropriate classification levels.

Functionality

In mid-2009, HT-JCOE prepared a detailed Software Requirements Specification document that became the basis for the development of the program to include functionalities beyond what it offered. HT-JCOE required TAAP to have five primary modules with some additional supporting pieces.

The Student Module (SM) provides the capability to check seat availability and request online enrollment to any of the HT-JCOE courses. It allows the HT-JCOE Registrars to database the students' administrative information in a central and secure location, and retrieve it using efficient and custom-built queries. The SM has user-friendly interfaces that allow anyone with the appropriate permissions to access

the database and generate detailed charts, graphs, and tables showing relevant demographic aspects of the HT-JCOE student body past and present.

The Training Module provides the capability to centralize and standardize all HT-JCOE course training materials in a secure database with user-friendly interfaces. The training materials include: course administrative data, academic calendars, critical task lists, programs of instruction that reflect physical and instructor contact hours, training support packets, training schedules, risk assessments, and relevant student documents.

The Assessment Module (AM) provides the capability to prepare custom-built surveys that may be tied to enrollees of a specific class, graduates of a specific course, or an ad-hoc group of people. The AM will allow HT-JCOE to keep track of the pre- and post-course surveys and after action review comments from students. It will also give HT-JCOE the ability to reach out to prior students and elicit comments about the value of the training they received at the HT-JCOE courses they attended.

The Resources Module (RM) allows HT-JCOE to database all training venues so that they can be managed more efficiently. The RM allows users with appropriate permission to see all available training venues and their specific capabilities in terms of size, automation, and communication. The RM can generate specific or general reports that depict classroom usage.

The Instructor Module (IM) allows HT-JCOE to database all instructors. Part of the IM is to keep track and provide specific or general reports regarding instructor qualifications, certifications, and mandatory training requirements. Relevant information from both the RM and the IM are directly tied to the training schedules piece of the TM.

In addition to these five primary modules, TAAP includes References and Links tabs. Under the References tab, HT-JCOE has compiled and continues to add relevant reference materials pertaining to intelligence in general and HUMINT in particular. The HT-JCOE Reference Library has almost 500 digital documents that include official publications from U.S. Army, U.S. Navy, U.S. Marine Corps, U.S. Air Force, Defense Intelligence Agency, and others. The Links tab continues to grow with links to different related but separate websites on the secure network.

Enrollment

To enroll in any of the HT-JCOE courses, you must visit our website on SIPRNet at htjcoe.jioc.ifcom.smil.mil and complete the online enrollment request. Download, complete, and send the *Student Nomination and Waiver Request* to htjcoe.j3@us.army.smil.mil.

The *Student Nomination and Waiver Request* must be signed by the first O-5 or higher and equivalent in the student's chain of command. The *Student Nomination and Waiver Request* format is located under References>Reference Library>Enrollment Documents (pressing F1 while you have the format open will provide assistance about how to complete the document).

Contact HT-JCOE Operations Section (J3) if you do not have access to SIPRNet to arrange for alternate means of enrollment. If and when we reserve seats for students in the requested classes, email notifications will go to the SIPRNet email provided in the students' enrollment requests, informing them about the status of their enrollment and directing them to visit the HT-JCOE websites to download and follow the course reporting instructions. All required documents must be at the HT-JCOE J3 no later than 30 calendar days before the start date of the requested class.

In addition to the *Student Nomination and Waiver Request*, Advanced Source Operations Course (ASOC) applicants must also provide an autobiography. The *Student Autobiography* format is located under the References>Reference Library>Enrollment Documents (pressing F1 while you have the format open will provide assistance about how to complete the document). ASOC application packets (online enrollment request, Student Nomination and Waiver Request, and the Student Autobiography) must be at the HT-JCOE J3 no later than 45 calendar days before the start date of the requested class.

The direct URL to the HT-JCOE TAAP website on the SIPRNet is htjcoe.jioc.ifcom.smil.mil.

Varej Filhanessian is a DA Civilian and the Deputy Operations Officer for HT-JCOE at Fort Huachuca, Arizona. After serving in the U.S. Army for 20 years as an Interrogator/Human Intelligence Collector, Mr. Filhanessian obtained a Bachelor's Degree in Information Technology from Western International University. He is currently pursuing a Master's Degree in Adult Education and Training from University of Phoenix.



CONTACT AND ARTICLE Submission Information



This is your magazine. We need your support by writing and submitting articles for publication.

When writing an article, select a topic relevant to the Military Intelligence (MI) and Intelligence Communities (IC).

Articles about current operations and exercises; TTPs; and equipment and training are always welcome as are lessons learned; historical perspectives; problems and solutions; and short “quick tips” on better employment or equipment and personnel. Our goals are to spark discussion and add to the professional knowledge of the MI Corps and the IC at large. Propose changes, describe a new theory, or dispute an existing one. Explain how your unit has broken new ground, give helpful advice on a specific topic, or discuss how new technology will change the way we operate.

When submitting articles to *MIPB*, please take the following into consideration:

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- ◆ We cannot guarantee we will publish all submitted articles and it may take up to a year to publish some articles.
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- ◆ A cover letter (either hard copy or electronic) with your work or home email addresses, telephone number, and a comment stating your desire to have your article published.
- ◆ Your article in Word. Do not use special document templates.
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- ◆ Any pictures, graphics, crests, or logos which are relevant to your topic. We need complete captions (the Who, What, Where, When, Why, and How), photographer credits, and the author's name on photos. **Do not embed graphics or photos within the article. Send them as separate files such as .tif or .jpg and note where they should appear in the article. PowerPoint (not in .tif or .jpg format) is acceptable for graphs, etc. Photos should be at 300 dpi.**
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Dorothe K. Matlack

27 February 1906 to 29 September 1991

Dorothe Kerans Matlack had a very distinguished 27 year career in Military Intelligence (MI), culminating in her assignment as Special Assistant to the Assistant Chief of Staff, Intelligence (ACSI), Department of the Army (DA).

A pioneer and champion of the Army's Human Intelligence (HUMINT) efforts, she entered government service in 1948. Before attaining the position of Special Assistant, she served the DA ACSI successively as a section, branch, and division chief, and as the Deputy Director of Operations for Collection. As a pioneer and champion of Army's HUMINT efforts, Mrs. Matlack was personally responsible for many of the Army's HUMINT programs operating through the 1980s.

She played an instrumental role in establishing Department of Defense procedures for debriefing defectors, escapees, and refugees of intelligence interest and in organizing and directing the debriefing of 37,000 Hungarian refugees entering the U.S. in 1956. In 1962, she sparked joint agency efforts that resulted in the refugee debriefings that first located the Soviet missiles in Cuba. During the 1960s, she also helped establish overt and sensitive HUMINT programs in the Republic of Vietnam. She retired from federal service in 1975.

Following her retirement Mrs. Matlack was inducted into the MI Corps Hall of Fame in 1987, selected as one of the first ten distinguished member of the MI Corps. She proudly served as an MI Corps Ambassador until her death in 1991.



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