**United States
Department of Justice**

Common Competencies
for State, Local, and Tribal
Intelligence Analysts

June 2010

A Companion Document to the
*Minimum Criminal Intelligence Training Standards for Law
Enforcement and Other Criminal Justice Agencies in the United States*
and the
Baseline Capabilities for State and Major Urban Area Fusion Centers

About this **Document**

The *Common Competencies for State, Local, and Tribal Intelligence Analysts* identifies common analytic competencies that should be exhibited by state, local, and tribal intelligence analysts working in state or major urban area fusion centers or similar analytic law enforcement entities. These competencies are essential for analysts to effectively perform their job duties and are required in their unique operating environments.

Value to the Justice Community: Identifying a common set of intelligence and law enforcement analytic competencies and incorporating the competencies into applicable training programs will allow state, local, and tribal analyst professionals whose agencies share a similar mission as the U.S. Department of Homeland Security (DHS) and the U.S. Department of Justice (DOJ)/Federal Bureau of Investigation (FBI) to receive equivalent training and professional development as federal intelligence analysts. A common set of competencies also supports better communication, interoperability, information sharing, and collaboration among all intelligence and law enforcement professionals at all levels of government.

Target Audience: Law enforcement intelligence unit commanders, fusion center directors, and state, local, and tribal analysts are encouraged to reference the competencies identified in this document when evaluating opportunities for analytic training. Additionally, training providers should use the document when developing new analytical curriculum and reviewing current curriculum to ensure that the competencies identified in this document are included in analyst courses.

Common Competencies
for State, Local, and Tribal
Intelligence Analysts
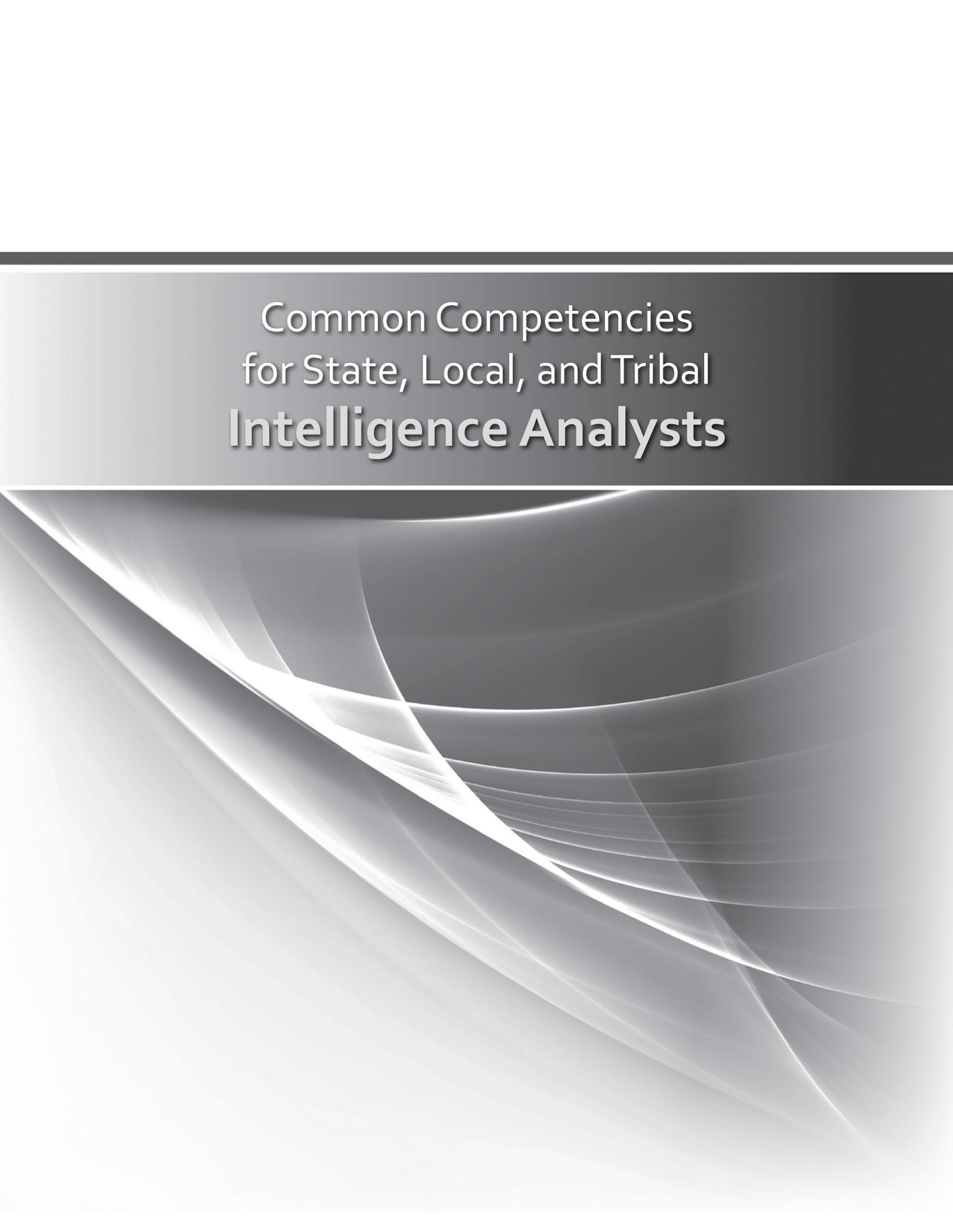
About Global

The U.S. Department of Justice's Global Justice Information Sharing Initiative (Global) serves as a Federal Advisory Committee to the U.S. Attorney General on critical justice information sharing initiatives. Global promotes standards-based electronic information exchange to provide justice and public safety communities with timely, accurate, complete, and accessible information in a secure and trusted environment. Global is administered by the U.S. Department of Justice, Office of Justice Programs, Bureau of Justice Assistance.

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Introduction

Purpose

This document identifies common analytic competencies that should be exhibited by state, local, and tribal intelligence analysts working in state or major urban area fusion centers or similar analytic law enforcement entities. These competencies are essential for analysts to effectively perform their job duties and are required in their unique operating environments.

This document identifies common analytic competencies that should be exhibited by state, local, and tribal intelligence analysts working in state or major urban area fusion centers...

Fusion centers operate in an environment in which federal, state, local, and tribal law enforcement and intelligence analysts focus on a continuum of all crimes and all hazards. This operating environment creates a need for analysts to have access to and receive training on specific analytic tradecraft skills, including the handling and storage of locally generated information, criminal intelligence and a nexus to homeland security, and classified and unclassified intelligence generated from the Intelligence Community. This environment also requires analysts to have the necessary experience, expertise, and training on crime and intelligence analysis functions; tactical, operational, and strategic products; and Intelligence Community oversight of the use of data from sensitive sources.

Identifying a common set of intelligence and law enforcement analytic competencies and incorporating the competencies into training programs will allow state, local, and tribal analyst professionals whose agencies share a similar mission to that of the U.S. Department of Homeland Security (DHS) and the U.S. Department of Justice (DOJ)/Federal Bureau of Investigation (FBI) to receive equivalent training and professional development as federal intelligence analysts. A

common set of competencies also supports better communication, interoperability, information sharing, and collaboration among intelligence and law enforcement professionals.

How to Use This Document

This document serves two purposes. First, training partners should ensure that the competencies identified in this document are incorporated into the objectives of their analyst training courses and enhance/update their programs, if needed. A common set of competencies among analyst training programs will ensure that analysts have a common skill set when working in fusion centers and law enforcement analytic environments, such as law enforcement intelligence units. Training partners can help ensure this continuity among analysts by evaluating their analyst training programs and enhancing or updating, if needed, their programs to incorporate these competencies.

Additionally, law enforcement and fusion center leaders who oversee the analyst function in their agencies/centers should refer to these common competencies when evaluating which training courses analysts should attend. Though analyst training programs may have different training methods or focus areas, leadership can make better training decisions if the common competencies are addressed explicitly.

Background and Methodology

Law enforcement and intelligence communities have traditionally defined their training needs and standards by agency, rather than by job function. As a national, integrated network of state and major urban area fusion centers develops, the need to have a nationally recognized set of competencies for analysts working within fusion centers and similar environments has become a priority. The once clearly defined lines between the intelligence and law enforcement communities have been blurred; analysts in fusion centers and other law enforcement and homeland security enterprises often perform functions that sometimes overlap. As a result, a nationally recognized, common set of competencies has become essential to the development of a homeland security community that makes best use of both intelligence and law enforcement intelligence capabilities.
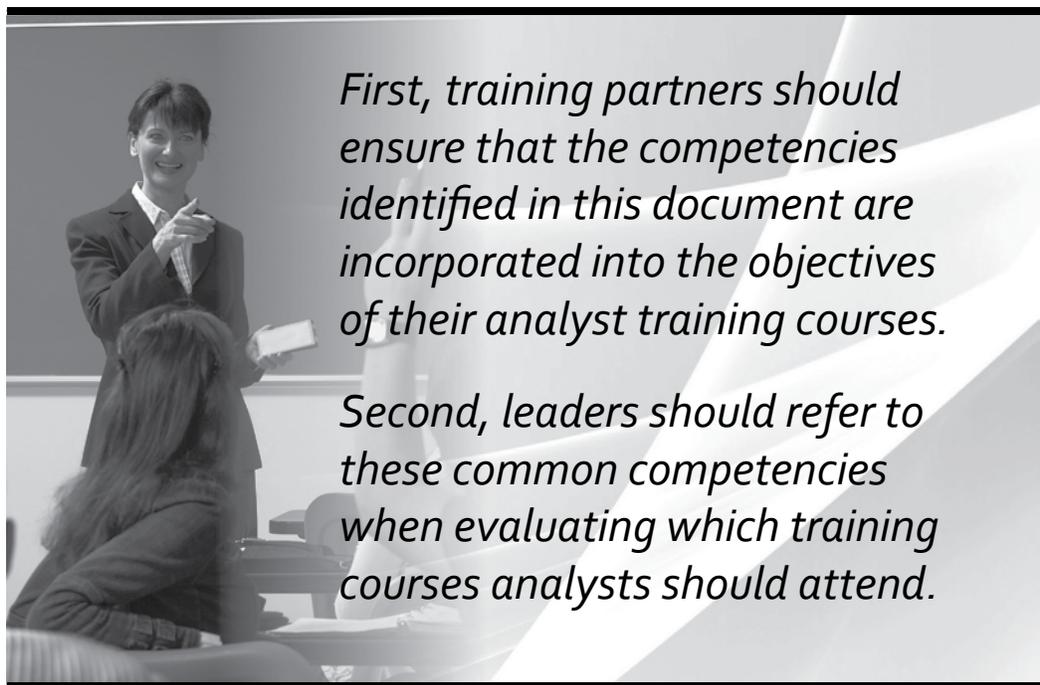
First, training partners should ensure that the competencies identified in this document are incorporated into the objectives of their analyst training courses.

Second, leaders should refer to these common competencies when evaluating which training courses analysts should attend.

To address this need, the Office of the Director of National Intelligence (ODNI) created the State, Local, and Tribal (SLT) Training Working Group under the purview of DHS. The working group, chaired by the DHS Office of Intelligence and Analysis (I&A) Mission Support Division (MSD) Intelligence Training Branch, researched, analyzed, and consolidated common analytic competencies from existing law enforcement and intelligence analyst-related training and tradecraft documents. The SLT Training Working Group identified training and professional

development programs that may aid state, local, and tribal law enforcement and fusion center personnel in developing these key intelligence competencies.

The SLT Training Working Group then requested the DOJ Global Justice Information Sharing Initiative's (Global) Intelligence Working Group (GIWG) to assist in the development of a crosswalk between the analyst training and tradecraft "doctrines," or guidance documents and standards. The goal of this crosswalk was to identify the common analyst competencies and note any gaps among the documents and resources. The initial crosswalk examined the ODNI Intelligence Community Directive (ICD) 203, Analytic Standards; Global's *Minimum Criminal Intelligence Training Standards for Law Enforcement and Other Criminal Justice Agencies in the United States*; and DHS Core Intelligence Standards, as published in the DHS *Learning Roadmaps for Intelligence Professionals*. The GIWG identified a set of overarching competencies that should be included in law enforcement and intelligence analyst training programs.

Additionally, the crosswalk identified supporting performance standards to measure each competency. The SLT Training Working Group recognized that although there is no single comprehensive training standard to address the diverse operating environment within fusion centers, several doctrines have been previously developed that contribute to a general analytical standard to which intelligence analysts are trained. These documents have been used throughout this effort and include:

- ODNI Intelligence Community Directive (ICD) 203: Analytic Standards.
- ODNI ICD 610: Competency Directories for the Intelligence Community Workforce.
- *Minimum Criminal Intelligence Training Standards for Law Enforcement and Other Criminal Justice Agencies in the United States*.
- DHS Core Intelligence Standards, as published in the DHS *Learning Roadmaps for Intelligence Professionals*.
- International Association of Law Enforcement Intelligence Analysts (IALEIA) and Global's *Law Enforcement Analytic Standards*.
- IALEIA and Global's *Law Enforcement Analyst Certification Standards*.

Additional training resources:

- Law Enforcement Intelligence Unit (LEIU) *Criminal Intelligence File Guidelines*.
- LEIU *Audit Checklist for the Criminal Intelligence Function*.
- Commission on Accreditation for Law Enforcement Agencies (CALEA) Standard 46.1.6 – Criminal Investigations.
- International Association of Crime Analysts (IACA) Certification Program Skill Set
- Section 503(a) of the Implementing Recommendations of the 9/11 Commission Act of 2007 mandated intelligence training development for state and local government officials. Appropriately focused and resourced training programs will accomplish this mandate. Additionally, sharing the same training and professional development opportunities will support interoperability, information sharing, and collaboration among law enforcement and Intelligence Community intelligence analysts.

Common Competencies
for Intelligence Analysts

The efforts of the SLT Training Working Group and GIWG identified a baseline of analytical competencies for state and local fusion center analysts. The analytical competency areas are listed below, along with supporting behavioral indicators.

Homeland Security Intelligence Analyst Competency[1]	Analytic Skill Behavioral Indicators
Thinking critically *within the intelligence cycle*	• Framing critical issues and difficult questions whose resolutions and answers will help protect the homeland. • Designing analytic approaches and collection plans and priority information needs for homeland security issues that balance short-term response with long-term value. • Identifying, tasking, accessing, and evaluating sources of information for validity and relevance in reducing uncertainty and filling knowledge gaps. • Exploiting open sources: accessing sources, searching the Internet, using public and commercial databases, and assessing validity and value. • Identifying, relating, interpreting, and referencing data and data sources. • Generating and testing multiple hypotheses and conclusions. • Systematically challenging key assumptions. • Structuring logical arguments that have clear and meaningful conclusions, are supported by logical claims and relevant data, and account for inconsistent data. • Overcoming mental mind-sets and avoiding common fallacies in selection and use of data and development of arguments and conclusions. • Anticipating change and seeking new insights and innovative solutions through creative use of data and imagination techniques. • Evaluating the quality of thinking and analytic processes through comparisons with established standards. • Managing projects, time, and competing priorities.

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[1]   As noted in the Baseline Capabilities document, intelligence analysts may analyze "terrorism, homeland security, and law enforcement information." In the context of this document, "homeland security intelligence analyst competency" is meant to assume that analysts would be leveraging terrorism, homeland security, and law enforcement information to conduct analysis across all-crimes and all-hazards approaches, as defined by the Baseline Capabilities document and noted in Appendix E.

Homeland Security Intelligence Analyst Competency	Analytic Skill Behavioral Indicators
Sharing information and **collaborating**	• Establishing trusted networks of key contributors within the homeland security and law enforcement community to share information and analytic insights that will lead to action on critical issues. • Storing and maintaining information for maximum use, including ensuring that documents are appropriately marked. • Applying legal, privacy, and security guidelines, restrictions, and operational privacy and security practices to information sharing, storage, and analysis.[2] • Operationalizing the ODNI's "responsibility to provide" within applicable laws and regulations and implementing best practices in collaboration. • Exploiting available technologies to exchange, collaborate, and publish content. • Maximizing transparency within applicable laws and regulations and dealing with sensitive issues. • Collaborating across organizational and functional boundaries to share the work, avoid duplication, and increase analytic impact. • Deconflicting analytic positions.

Fusing intelligence and law enforcement **tradecraft** *in a homeland security environment (includes using analytic methods, techniques, and tools)*	**Tradecraft Methods, Techniques, and Tools**
	• Analyzing homeland security, law enforcement, and other non-law enforcement data and trends.
	    • Crime analysis
	    • Demographic analysis
	    • Financial analysis
	    • Association links and process flows
	    • Geospatial analysis
	• Using structured analytic techniques.
	    • Frameworks and issue definition
	    • Data visualization
	    • Idea generation, including techniques such as morphological analysis
	    • Indicators and scenarios
	    • Hypothesis generation and testing
	    • Assessing cause and effect
	    • Challenge analysis, including techniques such as the Delphi method
	    • Conflict management
	    • Decision support, including techniques such as strengths, weaknesses, opportunities, and threats (SWOT) analysis
	• Using software tools[3] to analyze information, such as:
	    • Spreadsheets and matrices
	    • Flowcharts and Gantt charts
	    • Social network and link analysis tools
	    • ACH and other structured techniques software
	    • Quantitative software
	    • Data management and storage software
	• Evaluating the quality of the application of analytic techniques through comparisons with established standards.

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[2]   For example, reasonable suspicion, criminal predicates, 28 CFR Part 23, the Freedom of Information Act (FOIA), the Privacy Act.
[3]   See *Analyst Toolbox* at http://it.ojp.gov/documents/analyst_toolbox.pdf.

Homeland Security Intelligence Analyst Competency	Analytic Skill Behavioral Indicators
Fusing intelligence and law enforcement **tradecraft** *in a homeland security environment (includes using analytic methods, techniques, and tools) (continued)*	**Threat and Risk Assessments** • Producing threat and vulnerability assessments. • Assessing risks, using qualitative and quantitative methods. • Communicating risk. • Anticipating threat and risk. • Making recommendations to mitigate risks. **Suspicious Activity Reports (SARs)** • Exploiting SARs as sources for identifying and monitoring significant trends and patterns. • Using analytic techniques to identify trends, patterns, or other linkages. • Evaluating and disseminating SARs as appropriate according to Information Sharing Environment SAR standards.

Communicating *analytic observations and judgments or generating analytic products*[4]	**Analyst Perspective**
	• Transforming customer needs into intelligence requirements.
	• Proposing the product to match the issue, customer, and purpose. Products will range from tactical to strategic and include commonly used formats, such as:
	  • Bulletins
	  • Intelligence reports
	  • Assessments
	  • Intelligence briefings
	  • Analytic reports to support investigations or prosecutions
	• Writing the product.
	• Using presentation and publisher software.
	• Reviewing the product.
	• Coordinating the product.
	• Marking and disseminating the product.
	• Briefing the product.
	• Following up on the product, seeking and incorporating feedback, and measuring its impact.

Turning **concepts and principles** *into action (incorporates subject-matter expertise)*	• Analyzing intelligence issues with a nexus to homeland security, including but not limited to:
	  • Terrorism
	  • Weapons of mass destruction (WMD) proliferation
	  • Borders
	  • Critical infrastructure
	  • Public health and safety
	  • Emergency management
	  • Strategic criminal threats, as defined by the all-crimes approach
	• Assessing legal parameters and criminal predicates to protect the homeland.
	• Protecting privacy, civil rights, and civil liberties.[5]
	• Sharing best practices in homeland security and law enforcement intelligence output and impact.
	• Anticipating change and seeking new insights and innovative solutions for challenges.
	• Evaluating the quality of analytic performance and management through comparisons with established standards.

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[4]   See *Considerations for Developing, Producing, Vetting, and Sharing Analytical Products in Fusion Centers*.

[5]   See *Privacy and Civil Liberties: Issues, Resources, and Training for Fusion Centers and State, Local, and Tribal Justice and Public Safety Agencies* at http://www.it.ojp.gov/default.aspx?area=privacy.

Analyst training program developers should be aware that the common competencies are not curricula. The competencies represent topics for which curricula should be developed and/or enhanced based on accepted principles of adult learning. These principles include methods to evaluate learning, such as pre- and posttests, problem-solving exercises, and demonstrations of learning objective mastery.

In addition to the competencies identified above, intelligence analysts are expected to be familiar with the principles, policies, concepts, and/or guidance described in the documents listed in Appendix C.

Lastly, with respect to the *Communicating analytic observations and judgments or generating analytic products* competency, lead intelligence analysts or supervisors should ensure that they have the skills necessary to appropriately oversee the following intelligence analyst activities:

- Organizing and managing analytic teams and output.
- Working with the analyst to scope a product that matches the issue, customer, and purpose.
- Guiding the analyst in the organization and writing of the product.
- Reviewing the product for style, format, and substance and facilitating its movement through the review process.
- Maximizing the dissemination of the product.
- Briefing the product.
- Following up on the product, measuring its impact, and using it to plan future production.
- Integrating the analytic unit's work into the broader homeland security and law enforcement mission.
- Evaluating the quality of intelligence products through comparisons with established standards.

Conclusion

The behavioral indicators identified in this document reflect the collective judgment of the subject-matter experts (SMEs) with respect to the common training competencies needed for analysts working in a law enforcement and intelligence environment. These analysts may handle both criminal and national intelligence and should have common knowledge, skills, and abilities in order to perform their duties at an entry level. The need for this training is further identified in the *Baseline Capabilities for State and Major Urban Area Fusion Centers*.

The intent of this document is to provide perspective and guidance for the development and delivery of intelligence training for law enforcement and intelligence analysts working in a fusion center or similar environment and whose day-to-day activities may involve working with both national intelligence and criminal intelligence across an all-crimes and all-hazards perspective. This document does not replace the previously mentioned guiding "doctrines" or address the detailed standards described within each, as pertinent to the respective audiences. It highlights the common competencies on which an intelligence analyst—whether from a federal, state, or local agency—who operates in a hybrid environment dealing with national intelligence as well as criminal intelligence should be trained. Additionally, this resource will ensure continuity among the training doctrines and related training programs that are delivered across the nation.

Therefore, the purpose of this document is to identify a set of common competencies and behavioral indicators for state, local, and tribal analysts across the intelligence and law enforcement communities that will enable analysts to effectively perform the job duties required in their unique operating environments.

This document should be viewed as a "living document," as supplements may be developed in the future to enhance these competencies and identify midlevel and advanced competencies for analysts. Future supplements may also address additional training classifications or other specialized training needs based on threats. Individuals and organizations are invited to submit recommendations for future versions of this document via the National Criminal Intelligence Resource Center's (NCIRC) Web site at www.ncirc.gov or information@ncirc.gov.

Appendix A
Approach

Section 503(a) of the Implementing Recommendations of the 9/11 Commission Act of 2007 (9/11 Commission Act) mandated intelligence training development for state and local government officials.

To accelerate the achievement of this requirement, ODNI initiated the development of an SLT Training Working Group in April 2009 to outline a comprehensive federal government strategy for supporting the enhanced delivery of analyst training to state and local entities. The SLT Training Working Group was chaired by the DHS Office of Intelligence and Analysis (I&A) Mission Support Division (MSD) Training Branch and included representatives from:

- DHS I&A
- DHS Federal Emergency Management Agency (FEMA), Protection and National Preparedness (PNP)
- U.S. Department of Justice (DOJ), Bureau of Justice Assistance (BJA)
- Federal Bureau of Investigation (FBI)
- Federal Law Enforcement Training Center (FLETC)
- National Counterterrorism Center (NCTC)
- National Intelligence University (NIU)
- ODNI

The SLT Training Working Group outlined the following overarching strategic process to effectively identify, evaluate, and implement necessary training and professional development opportunities for state and local entities:

- Evaluate existing Intelligence Community, law enforcement, and homeland security-related competencies to identify "common competencies" for federal, state, local, and tribal analytic personnel across the criminal and intelligence realms.

- Evaluate existing courses to determine which analytic training courses meet these competencies, and assess how these courses can be incorporated into a basic, midlevel, and advanced analytic training program.
- Using the same methodology as above, identify and/or develop journeyman-level training competencies, and evaluate whether any of the existing analytic training courses can be leveraged to meet current requirements.
- Identify and/or develop advanced training competencies, and evaluate whether any of the existing analytic training courses can be leveraged to meet current requirements.
- Develop a national strategy to deliver intelligence professional training for:
  - Federal, state, local, and tribal homeland security and law enforcement analytic personnel (both intelligence and criminal analysts) and management.
  - State and major urban area fusion center intelligence professionals.

This process provides an opportunity to develop and implement a comprehensive training approach that will provide intelligence training to a large and geographically dispersed audience, while leveraging existing courses, standards, and resources that are currently in place. Additionally, the above process will ensure that intelligence training for law enforcement, Intelligence Community, and homeland security intelligence professionals is consistent throughout the Intelligence Enterprise (IE) and for state, local, tribal, and territorial partners.

In order to accomplish the previously outlined strategic process, the SLT Training Working Group determined that it was necessary to evaluate existing training standards and opportunities and provide recommendations on how to eliminate any training gaps through the enhancement of existing courses or development of additional training. Therefore, the SLT Training Working Group solicited feedback from the GIWG to assist in initiating this effort. Based upon an initial review of the *Minimum Criminal Intelligence Training Standards*, the ODNI's ICD 203, and the DHS Core Intelligence Standards, the GIWG identified a set of common competencies that should be supported by basic analytic training courses. They were further developed through coordination with members of the Fusion Center Management Group's Technical Assistance and Training Working Group and refined to five:

- Thinking critically within the intelligence cycle.
- Sharing information and collaborating.
- Fusing intelligence and law enforcement tradecraft in a homeland security environment (includes using analytic methods, techniques, and tools).
- Communicating analytic observations and judgments or generating analytic products.
- Turning homeland security concepts and principles into action (incorporates subject-matter expertise).

Based upon the common competencies recommended by the GIWG, the SLT Training Working Group conducted a rigorous evaluation and comparison of competencies from across the intelligence and law enforcement communities, as well as any gaps in the core competencies of each training doctrine, or any core competencies that may extend beyond the purview of a basic level of training for analysts. Additionally, the group also identified the supporting performance standards to measure each.

Training-Related Capabilities
Identified in the *Baseline Capabilities for State and Major Urban Area Fusion Centers*

I. **Fusion Process Capabilities**

D. **Intelligence Analysis and Production**

3. **Enhancing Analyst Skills**—The fusion center should develop and implement a Training and Professional Development Plan to enhance analysts' critical thinking, research, writing, presentation, and reporting skills.

   a. The supervisor of the analytic function should work with each analyst to draft a Training and Professional Development Plan. Components of the plan should include training and mentoring opportunities for learning new subject matter/areas of expertise and exposure to new analytic techniques and technologies.

      i. The initial training goal should be the completion of the Foundations of Intelligence Analysis Training program or its training equivalent and the certification of analysts.

      ii. Adhere to the tenets in IALEIA and Global's *Law Enforcement Analytic Standards* booklet, particularly Standards 1–7 for analysts.

      iii. Utilize IALEIA and Global's *Law Enforcement Analytic Standards* and the *National Criminal Intelligence Sharing Plan* in the development of the training plan.

   b. Analysts should be provided routine opportunities to present their analytic findings and receive feedback on the quality of their written reports and oral presentations.

   c. Performance evaluations should be conducted at least annually, and the Training and Professional Development Plan updated accordingly.

4. **Information Linking**—Fusion centers shall ensure that analysts are able to understand and identify the links between terrorism-related intelligence and information related to traditional criminal activity so they can identify activities that are indicative of precursor behaviors, terrorist activities, and threats.

a. Training regarding precursor activities of terrorists should be provided to analysts and relevant fusion center personnel following the standards outlined in the *Minimum Criminal Intelligence Training Standards for Law Enforcement and Other Criminal Justice Agencies in the United States*.

b. Ensure that analysts receive training on the analytic process, analytical writing and briefing skills, and reporting skills.

II. Management and Administrative Capabilities

D. Personnel and Training

3. **Training Plan—**Fusion centers shall develop and document a training plan to ensure that personnel and partners understand the intelligence process and the fusion center's mission, functions, plans, and procedures. The plan shall identify the basic training needs of all center personnel and identify specialized training needed to address the center's mission and current information requirements.

   a. Reference each capability grouping for further details on minimum training requirements for particular capabilities (e.g., Analysis and Production, Management and Governance, Information Privacy Protections, and Security).

   b. At a minimum, all center personnel should be trained on:

      i. The intelligence process and types of intelligence, crime-specific training, and how these factors contribute to implementation of the center's collection plan, through the use of the *National Criminal Intelligence Sharing Plan* training objectives and the *Minimum Criminal Intelligence Training Standards for Law Enforcement and Other Criminal Justice Agencies in the United States*.

Appendix C
Supplemental Documentation
on National Policy and Recommendations

- *National Strategy for Information Sharing*
- *Information Sharing Environment Implementation Plan*
- *Baseline Capabilities for State and Major Urban Area Fusion Centers*
- *Fusion Center Guidelines*
- *National Criminal Intelligence Sharing Plan*
- *Navigating Your Agency's Path to Intelligence-Led Policing* (ILP)
- *Findings and Recommendations of the Suspicious Activity Report (SAR) Support and Implementation Project*
- *Nationwide Suspicious Activity Reporting Initiative Concept of Operations*
- International Association of Chiefs of Police (IACP) *National Summit on Intelligence* Report
- *Enhancing the Law Enforcement Intelligence Capacity: Recommendations From the IACP's Strategic Planning Session*
- IALEIA and Global's *Law Enforcement Analytic Standards*
- IALEIA and Global's *Law Enforcement Analyst Certification Standards*
- LEIU *Criminal Intelligence File Guidelines*
- LEIU *Audit Checklist for the Criminal Intelligence Function*
- 28 Code of Federal Regulations (CFR) Part 23
- Executive Order 12333
- ISE Privacy Guidelines
- *Initial Privacy and Civil Liberties Analysis of the Information Sharing Environment—Suspicious Activity Reporting (ISE-SAR) Functional Standard and Evaluation Environment*

Homeland Security Intelligence Analyst Competency	Selected ODNI Definitions	Law Enforcement Minimum Criminal Intelligence Training Standards[6]	Analytic Skill Behavioral Indicators
***Thinking critically** within the intelligence cycle*	• Use *logic, analysis, synthesis, creativity, judgment,* and systematic *approaches* to gather, evaluate, and use multiple sources of information to effectively inform decisions and outcomes. • Dissect problems into meaningful parts and use logic and judgment to determine *accuracy and relevance of data*. Identify and reconcile gaps, uncertainties, and key assumptions of data. • Identify a need for and know where or how to *gather information*. Obtain, evaluate, organize, and *maintain information*.	• Critical thinking (III) • Logic/fallacies (III) • Inference development (III) • Intelligence process/cycle (I) • Collection requirements and planning (IV) • Sources of information (VI) • Source evaluation and validation (II)	• Framing critical issues and difficult questions whose resolutions and answers will help protect the homeland. • Designing analytic approaches and collection plans and priority information needs for homeland security issues that balance short-term response with long-term value. • Identifying, tasking, accessing, and evaluating sources of information for validity and relevance in reducing uncertainty and filling knowledge gaps. • Exploiting open sources: accessing sources, searching the Internet, using public and commercial databases, and assessing validity and value. • Identifying, relating, interpreting, and referencing data and data sources. • Generating and testing multiple hypotheses and conclusions. • Systematically challenging key assumptions.

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[6] Objective number is in parentheses.

Homeland Security Intelligence Analyst Competency	Selected ODNI Definitions	Law Enforcement Minimum Criminal Intelligence Training Standards	Analytic Skill Behavioral Indicators
Thinking critically *within the intelligence cycle (continued)*	• Identify and use principles, rules, and relationships to *construct arguments* or interpret facts, data, or other information. • Develop new insights into situations and apply innovative solutions to *improve processes*.		• Structuring logical arguments that have clear and meaningful conclusions, are supported by logical claims and relevant data, and account for inconsistent data. • Overcoming mental mind-sets and avoiding common fallacies in selection and use of data and development of arguments and conclusions. • Anticipating change and seeking new insights and innovative solutions through creative use of data and imagination techniques. • Evaluating the quality of thinking and analytic processes through comparisons with established standards. • Managing projects, time, and competing priorities.
Sharing information and ***collaborating***	• Share *information* and knowledge to achieve results, applying appropriate legal and security guidelines and restrictions. • Develop collaborative information and knowledge sharing *networks* and build alliances with colleagues and counterparts within area of professional and technical expertise. • Maintain effective *working relationships*, especially when defending or critiquing a position. Persuades others, builds consensus through give and take, and gains cooperation from others to achieve goals. • Identify opportunities to *increase information sharing*, as appropriate, with customers, colleagues, and others.	• Networking (I) • Information sharing framework (I) • Information management (II) • Law and legal aspects (V) • Security (I) • Markings and using confidential information (I)	• Establishing trusted networks of key contributors within the homeland security and law enforcement community to share information and analytic insights that will lead to action on critical issues. • Storing and maintaining information for maximum use, including ensuring that documents are appropriately marked. • Applying legal, privacy, and security guidelines, restrictions, and operational privacy and security practices to information sharing, storage, and analysis. • Operationalizing the ODNI's "responsibility to provide" within applicable laws and regulations and implementing best practices in collaboration. • Exploiting available technologies to exchange, collaborate, and publish content. • Maximizing transparency within applicable laws and regulations and dealing with sensitive issues. • Collaborating across organizational and functional boundaries to share the work, avoid duplication, and increase analytic impact. • Deconflicting analytic positions.

Common Competencies for State, Local, and Tribal Intelligence Analysts

Homeland Security Intelligence Analyst Competency	Selected ODNI Definitions	Law Enforcement Minimum Criminal Intelligence Training Standards	Analytic Skill Behavioral Indicators

*Fusing intelligence and law enforcement **tradecraft** in a homeland security environment (includes using analytic methods, techniques, and tools)*	• Integrate evidence/ information, evaluate priorities and alternatives, assess similarities and differences in data to develop findings and conclusions.
	
	• Seek out, evaluate, and integrate a variety of perspectives. Seek to increase own and others' understanding of an issue based on new information and alternative perspectives. Listen to and show appreciation for alternative ideas and approaches.
	
	• Apply tools and methods to substantive discipline, domain, or area of work. Adapt existing tools and/ or methods or employ new methodological approaches required for substantive discipline, domain, or area of work.
	
	• Maintain awareness of changing conditions, current events, and cultural and historical contexts as they affect one's work.
	
	• Demonstrate conscientiousness, diligence, and thoroughness.
		• Professional standards/ certification program for analysts (I)
		
		• Analytic techniques (VII)
		
		• Analytic tools (VII)
		
		• Crime indicators (III)
		
		• Crime patterns/ analysis (III)
			Tradecraft Methods, Techniques, and Tools
			• Analyzing homeland security, law enforcement, and other non-law enforcement data and trends.
			  • Crime analysis
			  • Demographic analysis
			  • Financial analysis
			  • Association links and process flows
			  • Geospatial analysis
			• Using structured analytic techniques.
			  • Frameworks and issue definition
			  • Data visualization
			  • Idea generation, including techniques such as morphological analysis, indicators, and scenarios
			  • Hypothesis generation and testing
			  • Assessing cause and effect
			  • Challenge analysis, including techniques such as the Delphi method
			  • Conflict management
			  • Decision support, including techniques such as SWOT analysis
			• Using software tools[7] to analyze information, such as:
			  • Spreadsheets and matrices
			  • Flowcharts and Gantt charts
			  • Social network and link analysis tools
			  • ACH and other structured techniques software
			  • Quantitative software
			  • Data management and storage software
			• Evaluating the quality of the application of analytic techniques through comparisons with established standards.

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[7] See *Analyst Toolbox* at http://it.ojp.gov/documents/analyst_toolbox.pdf.

Homeland Security Intelligence Analyst Competency	Selected ODNI Definitions	Law Enforcement Minimum Criminal Intelligence Training Standards	Analytic Skill Behavioral Indicators
Fusing intelligence and law enforcement **tradecraft** *in a homeland security environment (includes using analytic methods, techniques, and tools) (continued)*			**Threat & Risk Assessments** • Producing threat and vulnerability assessments. • Assessing risks, using qualitative and quantitative methods. • Communicating risk. • Anticipating threat and risk. • Making recommendations to mitigate risks. **Suspicious Activity Reports (SARs)** • Exploiting SARs as sources for identifying and monitoring significant trends and patterns. • Using analytic techniques to identify trends, patterns, or other linkages. • Evaluating and disseminating SARs as appropriate according to Information Sharing Environment SAR standards
Communicating *analytic observations and judgments or generating analytic products[8]*	• Express concepts, facts, or other information effectively to individuals or groups, taking into account the audience and nature of the information (technical, sensitive, controversial). • Communicate information (i.e., facts, ideas, or messages) in a succinct and organized manner in the proper format. Produce written material that is appropriate for the intended audience. Recognize and use correct grammar, punctuation, and spelling. • Make clear and convincing oral presentations using the proper briefing protocols. Listen to others, attend to nonverbal cues, and respond appropriately. • Develop, receive, and convey information using computers, software applications, and multimedia and other technologies and techniques.	• Report writing (VIII) • Presentation of information (VIII) • Needs of the consumer (strategic, tactical) (IV) • Infusing customer feedback into the intelligence cycle (IV)	**Analyst Perspective** • Transforming customer needs into intelligence requirements. • Proposing the product to match the issue, customer, and purpose. Products will range from tactical to strategic and include commonly used formats, such as: • Bulletins • Intelligence reports • Assessments • Intelligence briefings • Analytic reports to support investigations or prosecutions • Writing the product. • Using presentation and publisher software. • Reviewing the product. • Coordinating the product. • Marking and disseminating the product. • Briefing the product. • Following up on the product, seeking and incorporating feedback, and measuring its impact.

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[8]   See *Considerations for Developing, Producing, Vetting, and Sharing Analytical Products in Fusion Centers*.

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Turning concepts and principles into action (incorporates subject-matter expertise)	• Produce *outcomes and products* that highlight the *interrelationships* among organizations and components of the homeland security community and maximize its ability to protect and defend the homeland.
	• Strive for excellence and demonstrate commitment to protect the homeland. Ensure *individual actions* meet mission needs and protect sensitive information.
	• Adapt behavior and work methods in response to *new information, changing conditions, or unexpected obstacles*. Adjust rapidly to new situations warranting attention and resolution. Be open to change and new information.
	• Question conventional approaches and support an environment that encourages new ideas. Participate in the design and implementation of *new or cutting-edge programs and processes*.
		• Law and legal aspects (V)
		• Privacy, civil rights, and civil liberties (V)
		• Ethics (V)
		• Civil liability (V)
			• Analyzing homeland security issues with a nexus to homeland security, including but not limited to:
			  • Terrorism
			  • WMD proliferation
			  • Borders
			  • Critical infrastructure
			  • Public health and safety
			  • Emergency management
			  • Strategic criminal threats, as defined by the all-crimes approach
			• Assessing legal parameters and criminal predicates to protect the homeland.
			• Protecting privacy, civil rights, and civil liberties.[9]
			• Sharing best practices in homeland security and law enforcement intelligence output and impact.
			• Anticipating change and seeking new insights and innovative solutions for challenges.
			• Evaluating the quality of analytic performance and management through comparisons with established standards.

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[9]   See *Privacy and Civil Liberties: Issues, Resources, and Training for Fusion Centers and State, Local, and Tribal Justice and Public Safety Agencies* at http://www.it.ojp.gov/default.aspx?area=privacy.

Appendix E:
Glossary of Selected Definitions

All-Crimes Approach
An approach that incorporates terrorism and other high-risk threats into the existing crime-fighting framework, to ensure that possible precursor crimes are screened and analyzed for linkages to larger-scale terrorist or other crimes. This approach recognizes a nexus between types of criminal activity (e.g., illegal drug operations, gangs, money laundering, fraud, identity theft) and terrorism. Using an all-crimes approach does not imply that a fusion center must address every single crime that occurs within its area of responsibility. Rather, the routine risk assessment that a fusion center develops or supports should assist in prioritizing which crimes and/or hazards a state or region should address and should assist in developing a collection plan that identifies what other sources of information may be useful for examining possible connections with other crimes.

All-Hazards Approach
An approach that refers to preparedness for terrorist attacks, major disasters, and other emergencies within the United States. (Source: HSPD-8, December 17, 2003.) Within the context of the fusion process, some fusion centers have defined their mission to include an all-hazards approach. While the application of this approach varies, it generally means that fusion centers have identified and prioritized types of major disasters and emergencies—beyond terrorism and crime—that could occur within their jurisdiction. The fusion centers gather, analyze, and disseminate information that would assist the relevant responsible agencies (law enforcement, fire, public health, emergency management, critical infrastructure, etc.) with the prevention, protection, response, or recovery efforts of those incidents. A fusion center can use an all-hazards approach but not address in its operations every possible hazard. Part of the annual risk assessment that a fusion center develops or supports the development of should be the identification of which hazards a state or region should prioritize within its homeland security planning process, as well as providing the fusion center with the necessary prioritization to identify information needs and develop relevant Priority Information Requirements.