Overview

1.   The purpose of the PKISR staff exercise is to give students the opportunity to practice some of the ISR staff officer skills that they have acquired during the course. The exercise has been designed in a way to reduce the amount of reading required by students before the exercise starts. Instead, students will only be provided with the information needed to complete the exercise, none of which requires in-depth analysis. This instruction provides the guidance on how to conduct and manage the exercise.

2.   <u>Timeline</u>. The exercise is the final part of the PKISR RTP and is planned to run for approximately 5-6 hours, however, the instructor can amend the duration of the exercise depending on the time available, student proficiency and local training needs. For example, more activities can be added to the exercise, or some can be removed.

Learning objective

3.   The exercise learning objective is for students to apply the knowledge gained during the PKISR RTP to complete a series of ISR related tasks.

Exercise scenario

4.   The exercise scenario is based on a fictional UN peacekeeping mission, United Nations Multidimensional Mission in Garland (UNMMIG).[1] A brief overview of the situation in Garland is included in the exercise background brief (Annex B, Document 1).[2]

Exercise management

5.   An Exercise Director (ED) and supporting instructors should be nominated to oversee the management, control and conduct of the exercise as well as providing continual mentor support to the students. The ED and instructors should ensure students are content with each activity and interact with them when they have difficulties completing the tasks or wish to discuss a specific issue. <u>The ED and instructors must have a credible knowledge of ISR and be confident in facilitating discussions on ISR-related staff duties</u>.

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[1] More information can be found on GARLAND in the UN's Military Intelligence Officer RTP course materials if the course director wishes to add additional activities not already contained in this package.

[2] All exercise products referred to as 'Document' in this instruction are listed at Annex B and are stored as an electronic file named 'supporting documents'.

6.   An exercise management guide is attached at Annex A, which provides details on the various activities. The ED and instructor should refer to the guide throughout the exercise.

7.   The instructors will have to arrange the classrooms and resources, and ensure all products are prepared before the exercise starts. This will mitigate any unforeseen problems that may occur during the exercise.

8.   Instructors will be required to 'role play' certain HQ staff officers during the exercise. This includes:

- Chief U2.
- PKISR Plans.
- PKISR Ops.
- RFI Manager.

Exercise format

9.   The staff exercise will utilise a simple scenario that allows students to practice various ISR staff officer tasks. At the end of each activity students will be presented with a 'best practice' example of an ISR product. These products might be used later in the exercise or simply given to students for future reference.

10.   The exercise is split into 5 separate activities - each activity will be completed before the next one begins. The details for each activity are provided at Annex C.

- Activity 1: Developing an information acquisition plan.
- Activity 2: Developing an information acquisition list.
- Activity 3: Processing an RFI.
- Activity 4: Preparing a briefing for an ISR unit.
- Activity 5: Considering dynamic tasking.

Syndicate configuration

11.   Students should be divided into groups of 2-4 taking into consideration their nationality, service, rank, gender, experience in UN peacekeeping and intelligence, and proficiency. Students should be placed in their groups before the exercise starts.

12.   There are no student appointments during the staff exercise. Each student will represent a general staff officer from UNMMIG Force HQ's PKISR team. The aim is for every student to benefit from the exercise.

13.   The instructor should assign a different group leader for each activity (for exercise purposes only) and let the groups decide how to share the workload among themselves.

14.   Student groups should be given sufficient working space so that they can communicate and work on issues together with little disturbance from other groups. Therefore, multiple groups should be able to work in the same classroom; however, the optimum solution would be to use a series of classrooms and have one plenary location.

Resources

15.   The exercise is designed to be supported by IT: one computer should be allocated per student group. However, this is not essential, and all products can be printed off if IT is not available. All printing should be completed before the exercise begins.

16.   The following resources should be provided to each group:

- Map of Garland 1:300,000 (1 printed map per group and 1 in plenary location).
- Map UNMMIG Sector East 1:150,000 (1 printed map per group and 1 in plenary location).
- Map Sector Troop Deployment 1:150.000 (1 printed map per group and 1 in plenary location).
- Work tops / desks for each student group.
- Flip chart and easel stand / whiteboard for each student group.
- Laptops (1 per group – if available).
- Printer.
- Note paper.
- Pens, whiteboard markers, etc.
- A USB flash drive containing reference material (the latest versions of these documents should be used):
  - UN Peacekeeping Policy.
  - UN Military Peacekeeping Intelligence Handbook.
  - UN Peacekeeping Intelligence, Surveillance and Reconnaissance Handbook.
  - UN Guidelines on the Acquisition of Information from Human Sources for Peacekeeping Intelligence.
  - UN Guidelines on the use of Unmanned Aircraft Systems Capabilities.
  - UN Peacekeeping Military Aviation Unit Manual.
  - UN Military Unit Reconnaissance Manual.
- A USB flash drive or syndicate working folder on a laptop that contains the templates and exercise material (But not the best practice examples).

<u>Annexes</u>

Annex A: Exercise management guide.
Annex B: Supporting documents.
Annex C: Activity guide.

Annex A: Exercise management guide[3]

Serial	Action	Duration of activity	When to distribute supporting documents	Document description / remarks
Before the exercise starts				
1	**Pre-reading** Issue students with 'exercise background brief'.	20 minutes	The day before the exercise – evening study	• Issue the background brief (Document 1). • Students to scan the scenario before the exercise starts.
Start of the exercise				
2	Deliver exercise presentation	15 minutes	At the start of the activity	• Opening presentation (Document 2)
			At the end of the activity	• Show 'current situation' presentation slide and allow students time to read the content.

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[3] This guide should be read in conjunction with activity guide at Annex C.

Serial	Action	Duration of activity	When to distribute supporting documents	Document description / remarks
3	Issue Activity 1	60 minutes for activity + 20 minutes plenary discussion	At the start of the activity	The instructor should give the following documents to each student: • Activity 1 brief. (Document 3) • MICM priorities and FC guidance slides. (Document 4) • Force IAP example (Document 5) • Force IAP blank template. (Document 6)
			At the end of the activity	• Force IAP – 'best practice' example (one example per student) (Document 7)
4	Issue Activity 2	60 minutes + 20 minutes plenary discussion	At the start of the activity	The instructor should give the following documents to each student: • Activity 2 brief. (Document 8) • 72hr IAL – blank template. (Document 9) • ISR asset information (Document 1 – already provided) • NAI slides (one per group). (Document 10) Note: Ensure the students use the best practice example from Activity 1 as a common start point for this activity.
			At the end of the activity	The instructor should give the students the 72-hour IAL – 'best practice' example for reference only (one per student). (Document 11).

Serial	Action	Duration of activity	When to distribute supporting documents	Document description / remarks
5	Issue Activity 3	30 minutes + 15 minutes plenary discussion	At the start of the activity	The instructor should give the following documents to each student: • Activity 3 brief. (Document 12) • RFI UNHCR Request. (one per student) (Document 13)
			At the end of the activity	The instructor should give the students the RFI 'best practice' example for reference only (one per student). (Document 14)
6	Issue Activity 4	45 minutes + 15 minutes plenary discussion	At the start of the activity	The instructor should give the following documents to each student: • Activity 4 brief. (Document 15) • 24-hr IAL. (Document 16) • Exercise list of indicators. (Document 17) • Tasking line guide. (Document 18) • Tasking line blank template. (Document 19)
			At the end of the activity	The instructor should give the students a tasking line example for reference only. (Document 20)
7	Issue Activity 5	60 minutes + 20 minutes plenary discussion	At the start of the activity	The instructor should give the following document to each student: • Activity 5 brief. (Document 21)
End of exercise				

Annex B: Exercise supporting documents

Document	Title
1	Background brief
2	Opening presentation
3	Activity 1 brief
4	MICM priorities and FC Initial guidance slides
5	Force IAP example
6	IAP blank template
7	Force IAP 'best practice' example (extract)
8	Activity 2 brief
9	72-hour IAL blank template
10	Named areas of interest slide pack
11	72-hour IAL 'best practice' example
12	Activity 3 brief
13	RFI UNHCR
14	RFI UNHCR 'best practice' example
15	Activity 4 brief
16	24-hour IAL (with missing information for one task)
17	Example list of Indicators
18	Tasking line guide
19	Tasking line blank template
20	Tasking line 'best practice' example
21	Activity 5 brief

Annex C – Activity guide

Before the exercise starts

1.   The exercise director (ED) should provide students with the 'Background Brief' (Document 1) the night before the exercise is due to start. Students should be told to read the brief before the exercise begins. No further work is needed from the students at this stage.

Opening presentation (start of the exercise)

2.   The ED should introduce and launch the exercise by delivering a short presentation (Document 2) outlining the purpose and format of the exercise. The purpose of the presentation is to ensure the students understand how the exercise will be conducted, the learning objectives, what is expected from them and how long it will last. The final slide 'current situation' should be left on the screen for students to read (a copy of the text is below).

> *"You are a member of the UNMMIG Force HQ U2 PKISR team. You have recently arrived in the Force HQ having just completed your Mission induction training. When you arrive in the HQ for your first day of duty, the Chief PKISR pulls you aside and tells you that the team is extremely busy, especially since there are 2 staff on R&R for the next 2 weeks. Chief PKISR tells you that there is no time for you to settle in - he needs you to help with whatever the team asks you to do.*
>
> *Although you are slightly nervous, you are thankful that you completed a UN PKISR training course before deploying to the Mission and therefore are confident that you will be able to support the team during this busy period.*
>
> *You are made aware that the Force Commander and Chief U2 are currently at the Mission's Intelligence Coordination Mechanism (MICM) meeting. Everyone is expecting the Force Commander to come back from that meeting with directions from the Head of Mission.*
>
> *You are prepared for whatever happens next!"*

3.   The ED should proceed with the first activity once students are happy with the exercise format and overall requirement.

Activity 1

1.   The ED should issue each group with the following material (either via a computer or in hard copy):

    a. Activity 1 requirement. (Document 3)
    b. Copies of MICM priorities and FC guidance slides. (Document 4)
    c. Force IAP example (PIRs, SIRs and EEI columns only). (Document 5)
    d. Blank IAP template. (Document 6)

Activity 1 requirement

"The Chief U2 has just returned from the Mission Intelligence Coordination Mechanism (MICM). He gets the team together and explains that the Force Commander has issued new direction regarding activity in Eastern Garland. He shares some slides with the team, which outline the situation and provide details on the new PIRs.

The Chief is in a rush to another meeting. He has asked your team to consider the new PIRs and break each one down into SIRs and EEIs, and then insert the information into a draft Information Acquisition Plan (IAP) ready for his return in 1 hours' time.

He has provided you with an IAP template to make it easier for you to present your work. He has also provided you with an example IAP so that you can see how this work has been done in the past – he suggests that you use it as a guide.

Be ready to brief the Chief U2 in one hour – your brief should include:

- *The breakdown of the 3 new PIRs, including the associated SIRs and EEIs. Be prepared to explain how you completed this task.*

- *Give the Chief U2 a copy of your IAP template with all 3 PIRs included (fill in PIR, SIR, EEI columns only)."*

2.   If needed, the instructor should explain to the students that they are expected to extract the new PIRs from the FC's guidance slide (Document 4) and translate each one into a series of SIRs and EEIs. Once complete, the students should transfer that information onto the blank IAP template (Document 6). Students can use the example provided to remind them how this should look (Document 5 – extract from the PKISR handbook).

3.   The ED should direct the groups to gather in a central plenary area at the end of the activity so that they can listen to each other's briefings. The purpose of this session is for the students to interact with the ED/instructor and

with other groups so that they all learn from the experience. The ED should act as the Chief U2 during the briefings.

4.   The ED should use the briefing session to gauge student understanding of the topic being discussed, especially that students:

      a. Understand the methodology of translating PIRs into SIRs and EEIs.
      b. Understand how to transfer PIRs, SIRs and EEIs into an IAP.

5.   The ED should finish Activity 1 by providing each student with an example of an IAP (Document 7). This product is to be seen as a 'best practice' example that should be used as a common start point for all groups for Activity 2.

Activity 2

1.   The ED should issue each group with the material listed below (either via a computer or in hard copy) – make sure the students use the 'best practice' example from Activity 1 as a common start point for this activity.

   a. Activity 2 requirement. (Document 8)
   b. Blank 72-hour IAL template. (Document 9)
   c. ISR asset information. (Document 1 – included in the background brief)
   d. List of named areas of interest (NAI) slides (one per group). (Document 10)

Activity 2 requirement

"The Chief U2 was very happy with the work your team did on the new PIRs. He has asked PKISR Plans to take your work, update it following the team's briefing and produce an updated Force IAP. PKISR Plans has updated the IAP with the new information requirements and has provided you with a copy (best practice document from Activity 1).

PKISR Plans is very busy and asks your team to help her prepare the 72-hour Information Acquisition List (IAL), using only the new PIRs.

PKISR Plans wants you to transfer the information related to the new PIRs onto the IAL, fill in as much information as you can, including which ISR assets would be best placed to acquire the information and any specific NAIs that relate to the acquisition area. She provides you with a Mission IAL template to help you complete the task.

PKISR Plans reminds you to consider all the ISR assets available in Sector East (see background brief for details). She recommends you consider the capability, strengths, limitations, location and availability of each of the assets before assigning them to individual IRs. But she wants your plan to be free of redundancy – do not task 2 x ISR assets when one asset could acquire 2 pieces of information.

PKISR Plans asks you to have this work ready for her to consider in 1 hours' time. In the meantime, she has to go to see the Force Commander and brief him on upcoming operations.

Be ready to brief the PKISR Plans in 60 minutes – your brief should include:

▪ *A completed 72-hour IAL with the information you have been given.*

▪ *Assign, and mark on the IAL, which ISR disciplines/units should be tasked to acquire each IR (students should only focus on 9 IRs)."*

2.   If needed, the instructor should explain to the students that they are expected to transfer the information from the IAP (Document 7, from the previous activity) onto the 72-hour IAL template (Document 9). The students will then be expected to consider the individual IRs on the IAL and attempt to match ISR assets against each one. Students should consider the locations, strengths and limitations of the various ISR disciplines to determine which is best suited to acquire the information (capabilities and locations of ISR assets are included in the opening brief (Document 1)). Students should indicate their answers on the 72-hour IAL template. Time permitting, students should also consider if any of the NAIs (Document 10) apply to the IRs listed in the IAL and include the information accordingly.

3.   The ED should direct the groups to gather in a central plenary area at the end of the activity so that they can listen to each other's briefings. The purpose of this session is for the students to interact with the ED/instructor and with other groups so that they all learn from the experience. The ED should act as the PKISR Plans during the briefings.

4.   The ED should use the briefing session to gauge student understanding of the topic being discussed. This includes students demonstrating:

- Familiarity with the layout, headings, purpose of an IAP and IAL.
- Understanding of the relationship between an IAP and IAL.
- Familiarity with the different ISR disciplines and associated capabilities, strengths and limitations.
- Application of knowledge to determine which ISR disciplines are best suited to acquiring information based on the context.

5.   The ED should finish Activity 2 by providing every student with a 'best practice' example of a 72-hour IAL (Document 11). Students should keep the example for future reference.

Activity 3

1.   The ED should issue each group with the material listed below (either via a computer or in hard copy):

   a. Activity 3 requirement. (Document 12)
   b. RFI from UNHCR (one per student). (Document 13)

Activity 3 requirement

"Your team has just finished briefing the PKISR Plans when the U2 receives an RFI. The RFI Manager prints off the RFI, which has come from UNHCR. He has asked your team to look at the request on his behalf since he must attend a meeting.

As he is leaving the HQ, he turns to you and says, 'check that the RFI contains all the information we need to process the request'.

Be prepared to brief the RFI Manager in 30 minutes on:

* *Whether the RFI form has been properly completed.*

* *If not, highlight the information that is wrong or missing. Provide your suggestions on how best to get the missing information.*

* *Also, be prepared to discuss how the RFI should be considered against other information requirements. What other options are available to the RFI Manager to answer the RFI? "*

2.   If needed, the instructor should explain to the students that they are expected to scrutinise the RFI to see whether it contains the correct information for it to be processed. The students should note down any missing information and why they think it is important. They should then discuss among their group how the U2 could answer the RFI. The instructor / mentor should visit the groups to listen to the conversations taking place and if necessary, steer the students in the right direction. Students should be highlighting the use of databases, looking to utilise current IAL tasking or requesting tasking based on the priority of the requirement.

3.   The ED should direct the groups to gather in a central plenary area at the end of the activity so that they can listen to each other's briefings. The purpose of this session is for the students to interact with the ED/instructor and with other groups so that they all learn from the experience. The ED should act as the RFI Manager during the briefings.

4.   The ED should use the briefing session to gauge student understanding of the topic being discussed. Students should recommend that the RFI be

returned to the originator or that the RFI Manager contacts the originator for the following reasons:

- There is no reference, contact number or email address included in the form – therefore there is no way to disseminate a report.
- It is for the PKISR personnel to decide what assets are best suited to acquire information, not the originator.
- There is no formal report that triggers a justification for an ISR task. The U2 would need to ask UNHCR to provide more background information on this matter including the geographical areas to be assessed.
- There is no mention of the type of report UNHCR requires, i.e. a phase 1 – 4 report. They might want a detailed report but what can PKISR provide in the time? Within the short time frame, it might be possible to develop and disseminate a phase 3 report.

Students should also consider how the RFI would be managed once accepted.

- Can any parts of the RFI be answered from the PKISR database? If so, there is no need to task an ISR asset to acquire the information (making sure the originator is content with the response provided by the HQ).
- Consider the information required - is it too complex? Can a UAS scan a helicopter landing site or detect an IED? Who else could be tasked to support this task?
- Pattern of life tasking (POL): does this RFI require several sorties to achieve the task? Can this RFI be merged into other tasking in according with the IAL? Ask UNHCR to state the priority for the various tasks: is it the flow of human activities on the MSR or the route recce? There is no time for both. A route recce takes time.

5.   The ED should finish Activity 3 by providing every student with an example of a 'best practice' completed RFI (Document 14). Students should keep the example for future reference.

Activity 4

1.	The ED should issue each group with the material listed below (either via a computer or in hard copy):

   a.	Activity 4 requirement. (Document 15)
   b.	24-hour IAL (deliberately missing the indicators for one task line). (Document 16)
   c.	Example list of indicators. (Document 17)
   d.	Tasking line briefing guide. (Document 18)
   e.	Tasking line briefing template. (Document 19)

Activity 4 requirement

Note: Exercise time - 3 days later

"An Information Acquisition List (IAL) has been handed over to the PKISR Ops (from PKISR Plans) to prepare the next day's ISR tasking. The IAL includes the PIRs you worked on a few days ago. You have been given a copy of the 24 hour-IAL for your information.

PKISR Ops is under pressure to prepare the paperwork and ISR unit briefings for each tasking line of the IAL and has requested your team's assistance. Chief U2 has agreed that your team supports him for the next 60 minutes.

PKISR Ops is pleased to have your support. He asks that you prepare a tasking line (briefing) related to the recent RFI from UNHCR. He wants you to transfer the necessary information from the IAL to the tasking line template (which he will give you). He also wants you to determine the indicators that could be given to the ISR asset team to help them acquire the right information.

Be ready to brief and discuss your work with PKISR Ops in 45 minutes. Your brief should include:

- *A completed tasking line briefing template for 1 x ISR mission, including indicators."*

2.	The instructor should explain to the students that the exercise has advanced 3 days – the 72-hour IAL they were previously working on is now ready to be tasked. Students are expected to prepare a brief for an ISR asset unit using the tasking line briefing template (Document 19). Students should use the guide to help them understand the requirement. The students should take the information relating to the RFI from the 24-hour IAL (Document 16) and use it to fill in the boxes on the tasking line briefing template. Groups should then

identify approximately 5-10 indicators that support the information requirement. The indicators should be placed onto the briefing template.

3.   The ED should direct the groups to gather in a central plenary area at the end of the activity so that they can listen to each other's briefings. The purpose of this session is for the students to interact with the ED/instructor and with other groups so that they all learn from the experience. The ED should act as the PKISR Ops during the briefings.

4.   The ED should use the briefing session to gauge student understanding of the topic being discussed. Students should demonstrate during the briefing that they:

- Understand the purpose and format of a 24-hour IAL.
- Can extract relevant information from the IAL and incorporate it into a tasking line briefing.
- Can generate indicators that reflect the information requirement and could be used to task an ISR asset.

5.   The ED should finish Activity 4 by providing every student with an example of a completed tasking line briefing slide (Document 20). Students should keep the example for future reference.

Activity 5

1.   The ED should issue each group with the material listed below (either via a computer or in hard copy):

     a. Activity 5 requirement (Document 21).
     b. Refer to documents issued for Activity 4.

Activity 5 requirement

"It is now 1000 hrs - the tasking for the day's IAL is going to plan.

Suddenly, you hear the Chief U2 say that he has received new priority tasking from the Force Commander. Chief U2 says that information acquired from a UAS (regarding the RFI) has identified a large group of IDPs settling in an area close to a village, which appears to be occupied by armed individuals (in NAI 4).

The Force Commander has said that he is concerned about the safety of the IDPs and wants to have more information to determine what to do next. He orders the Chief U2 to acquire more information on the status of the individuals in the named village and the potential threat they pose to the IDPs.

The Chief ISR has asked your team to consider:

- *What options could be available to acquire this information in the next 6 hours?*
- *What indicators should be included in the tasking line for an ISR asset?*
- *What impact will this new information requirement have on the current IAL?*
- *Are there any other considerations the Chief PKISR should be aware of before making his decision?*

Be prepared to brief Chief U2 on your thoughts in 45 minutes time."

2.   If needed, the instructor should explain to the students that this activity is all about dynamic tasking. The questions are all hypothetical and do not require detailed analysis or planning. Instead, the instructor should encourage students to discuss the issues in their groups and note down the considerations associated with each question. Possible considerations are detailed below.

3.   The ED should direct the groups to gather in a central plenary area at the end of the activity so that they can listen to each other's briefings. The purpose of this session is for the students to interact with the ED/instructor and with other groups so that they all learn from the experience. The ED should act as the Chief U2 during the briefings.

4.   The ED should use the briefing session to gauge student understanding of the topic being discussed. The ED should generate a discussion that demonstrates the students' understanding of dynamic tasking. The ED should expect the students to present / discuss:

- The reporting requirement of 6 hours is a constraint. The location and response time of ISR units will be a factor when deciding which units to task / re-task.
- The strengths and limitations of the various ISR disciplines to acquire the information will also be a factor when deciding which asset to use, i.e. should it be an asset that can engage with people in the village or will imagery suffice?
- Indicators should reflect the new task, notably related to the individuals in the named village and the potential threat they pose to the IDPs.
- How dynamic tasking might result in other planned tasks not being completed. Such tasks would have to be re-planned for another day.
- Other considerations could include how the prioritisation of ongoing IAL tasks would dictate which assets could be re-tasked, i.e. is the new dynamic task a higher priority than those tasks being conducted as part of the IAL?

5.   The ED should finish Activity 5 by bringing the exercise to a close. He/she should use the opportunity to highlight the good points from the exercise and the lessons students should take away from the event.

End of the exercise

1.   The ED should be able to confirm whether the students have achieved the learning objective for the exercise.

2.   At the end of the exercise students should be able to perform the following basic functions of an ISR staff officer:

- Know how to translate PIRs into SIR and EEIs.
- Be familiar with the layout of an Information Acquisition Plan.
- Be familiar with the layout of an Information Acquisition List.
- Be familiar with and be able to scrutinise a request for information.
- Be confident in the development of indicators for information requirements.
- Understand the implications of dynamic tasking.
- Confidently conduct an ISR related briefing.