

23 July 1957

MEMORANDUM FOR: AEREADY Project Case Officer

SUBJECT : Interim Evaluation of Tscherin SOBSOKOV

As this an early, incomplete report and precedes any decision as to exactly the kind of final training report which will be given regarding each student and also precedes a decision as to my role in compiling that report I would like to preface it with several remarks and also explain why it will seem much more lengthy than was conceived of when the request was made.

1. Ideally the training program should be designed so that careful, objective observation of performance during realistic exercises would automatically provide the kind of assessment opportunity most meaningful to the staff. Although we are moving in this direction, it is an extremely complex task and this kind of evaluation is not yet possible.

2. I will attempt to include specific behavior from which the limited observations I can make are drawn. However, too much of this going to be undocumented opinion, which is not the kind of evaluation to which I subscribe.

3. With the possible exception of an estimate of intelligence an individual can be assessed or evaluated only with regard to a specific task or situation. The description of a man as aggressive or honest or dishonest, or cowardly or willing or undependable etc. is meaningless except in terms of some specific situation.

CLASSROOM BEHAVIOR

His performance is characterized by a high pitched intensity. He desires attention and tries by many devices to be the center of it. He has a strong need to stand out in the situation and accomplishes it by formulating situations to which there is no real answer, allowing his answer to be as good as instructor's. He is more interested in the manipulation of intellectual material than the understanding.

Examples

The student often interrupts with impulsive questions. He reacts immediately to a stimulus rather than reflecting and then requesting clarification.

The student asks for yes or no answers to questions which are not capable of being answered in that fashion.

The student often asks for specific guidance in situations which can only be decided by a common sense "on the spot" decision.

DECLASSIFIED AND RELEASED BY
CENTRAL INTELLIGENCE AGENCY
SOURCE METHOD EXEMPTION 3B2B
NAZI WAR CRIMES DISCLOSURE ACT
DATE 2005

The student has been judged by several observers to make unrealistic, irrational comments in a manner devoting superiority and haughtiness.

He is a frequent critic of lecturers and exercises which is usually phrased in such a way as to make his own performance appear better than it actually was or to excuse a poor performance on his part.

FIELD PERFORMANCE

His performance in this area is also characterized by intensity. He displays mannerisms which indicate he is strongly affected emotionally by his desire to do well. His performance is not done easily or smoothly even when successful. It is my personal opinion that the strength of his emotional reactions detracts from his ability to think clearly.

Examples

1. Casing:

a. The student was observed constantly looking over his shoulder. He stated later that he kept forgetting the street names and store signs.

b. He stopped casing much before the problem was over stating that he had to make immediate notes so he would not forget the locations.

c. He repeated several times that these exercises were a great strain.

d. He had difficulty getting oriented on one problem when he was dropped off even though he had studied the area, a small one, on the map and the street signs were all clear.

2. Conducting Personal Meetings:

He successfully completed two meetings without serious signs of nervousness or unnatural behavior.

3. Map and Compass:

a. He has difficulty following a logical process of orientation.

b. There is evidence that on one problem he took the expedient of following a trail and another group rather than his own course.

c. On one DZ reconnaissance he asked for help in orienting himself when dropped off. Most other students had followed the route on the maps so that there was no difficulty.

4. Border Crossing

After a good quiet initial approach the student hurried resulting in too much noise and being caught by the spotlight in a kneeling position which was not necessary and resulted in his exposure.

RADIO

The student's sending and receiving is still slow. His overall performance indicates that there is a strong possibility that he will not be capable of performing as a clandestine radio operator because of his handling of signal plans etc.

OVERALL EVALUATION

The student is perceptive and quick to take advantage of opportunities to raise his personal status in any social situation. He is an opportunist in this respect despite his claimed adherence to strict moral codes. He has a very keenly developed ability to rationalize what ever stand he should happen to take. He has an extremely strong need to be thought of as doing well and to be thought of as a leader. This motivates him during most of his behavior.

He has been accepted as a leader in several situations and by some of the students. The types of situations and those who have followed him lead me to believe that he could function as leader of people inferior to him in status and ability. He would enjoy this kind of role. However, in this capacity with equals the latter would soon be upset by his thinking which is emotional rationalization rather than logic.

His performance would lead me to believe that he has about average ability to comprehend complex material but his abnormally intense desire to succeed and to be well thought of, causes him to react in social situations in a way which considerably reduces his working efficiency. Much of his impulsive behavior, which strikes people as being illogical, can be explained on this basis.