

MEMORANDUM FOR: Bob Gates

At the clip on your handwritten draft, there's a word I was unsure of. Looks like "lights" which is how I typed it.

Sent copies to via courier leaving here at 1600.

Pat

Date 5/14/80

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CONFIDENTIAL

14 May 1980

MEMORANDUM FOR:

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FROM: Robert Gates, EA/DCI

SUBJECT: Professional Intelligence Officer Education

Herewith my draft curriculum based on our meeting last Monday. I also attach a proposed cover memorandum from us to the DCI. If you will telephone your additions/revisions to both to me, I will have them prepared in final form and send them in. I have no changes to propose to George's concept paper and suggest combining the papers as set forth in the memorandum to the DCI. I suggest you try, if possible, to get your comments to me on all three papers--cover memo, concept paper and curriculum--by COB Thursday so that I can send the package with him over the weekend.

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Robert M. Gates

Attachments

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MEMORANDUM FOR: Director of Central Intelligence

FROM:

[Redacted]

Robert Gates

[Redacted]

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SUBJECT: Professional Intelligence Officer Education

Attached is our proposed outline of an educational program for professional intelligence officers. The outline includes a concept paper spelling out in broad terms our approach to this program and a general curriculum. The latter takes the form of the basic questions we believe the students should be able to answer as a result of the course, together with our thoughts on what subjects and issues ought, at minimum, to be incorporated into each unit. We have deliberately avoided too much specificity in the belief that considerable flexibility and initiative should be left to the faculty in order to attract the high quality professional staff essential to the success of the program. Finally, we consider the attached program to be a suitable framework for all levels of study--CTs, mid-career and senior level. The faculty will need to determine the degree of detail and length of study for each level of students.

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EDUCATION FOR
PROFESSIONAL INTELLIGENCE OFFICERS

CURRICULUM

I. Product

A. Analysis

-- Who are the generic consumers and what are their diverse intelligence needs?

Primary Consumers
(Targets)

	Appropriate Regional Analyst/ Desk Officer	Senior Staff	Senior Military Commanders	Policymakers
Political Intelligence				
a. Research	DOS, DOD			
b. Current Intell	DOS, DOD	HSC, DOS, DOD		WH, DOD, DOS, HSC
c. NIEs, Policy Spt	DOS, DOD	HSC, DOS, DOD	X	WH, DOD, DOS, HSC
Economic Intelligence				
a. Research	DOE, DOT, DOC, DOS			
b. Current Intell	DOS, DOC, DOT, DOE, HSC	DOC, DOT, DOE, NSC		
c. NIEs, Policy Spt	DOS, DOC, DOT, DOE, DOD, NSC	DOS, DOC, DOT, DOE, DOD, HSC	X	WH, DOS, DOC, DOT, DOE, DOD, HSC
Military Intelligence				
a. Research	DOS, DOD	HSC	X	
b. Current Intell	DOS, DOD, HSC	DOD, HSC, DOS	X	WH, DOS, DOD, HSC
c. NIEs, Policy Spt	DOD, DOS, HSC	DOD, DOS, HSC	X	WH, DOS, DOD, HSC

1987-11-11

[This unit will include examination of how decisions actually get made, how policymakers use intelligence, and how they view intelligence. Reference above chart, this section also will identify for the institutional consumers of intelligence analysis, including what products different level officials of diverse agencies use. It also will make clear through case studies that the same consumer will often use a variety of intelligence products-- current intelligence, estimative intelligence, and policy support papers. The unit additionally will examine the ethical issues inherent in providing analysis to policymakers; e.g., danger of slanting judgments to accommodate policy objectives, the role of intelligence in the preparation of policy options papers, etc.]

-- What makes an intelligence product successful or a failure?

[This issue involves developing criteria for judging success or failure, including an appreciation that a successful/failed paper by policy lights may be judged differently by intelligence professionals and vice versa. Questions to be addressed might include whether policy must be influenced for a product to be successful; whether correct predictions are successful; and whether, in fact, success or failure is really only in the eyes of the consumer. More concrete aspects of success, such as timeliness, presentation and accuracy will be examined. Case studies of past successful and unsuccessful products will be reviewed to identify features common to each.]

B. Covert Action

-- What are the types of covert action?

[This unit would examine the types of covert action--to influence political thinking, to promote/provoke action favorable to the U.S., to influence directly through paramilitary action--through case studies. The basic features of each and applications will be examined. Further, the ethical and legal aspects of covert action will be studied.]

-- What makes a covert action successful or a failure?

[Will consider how to measure success and the characteristics of successful (and unsuccessful) covert actions.]

II. Collection

-- What are the kinds, credibility, reliability, and qualities of intelligence evidence?

[This first question provides the opportunity to study all collection techniques and disciplines--human intelligence, signals intelligence, and photo intelligence. Students will examine the different levels of credibility or reliability attributed to

various human and technical collectors and how such collectors can be programmed to complement the strengths and special features of each system or source. The unit also would delve into fundamentals of the physical sciences that relate to collection, such as orbital mechanics, communication theory, cryptology and remote sensing. One purpose of this section will be to provide a basis of understanding and knowledge for later student work in orchestrating collection assets.]

-- What are the ethical and legal issues peculiar to collection?

[To address statutory and Executive Order restrictions on collection, as well as ethical aspects of human collection, collection against allies and neutrals, etc.]

-- What is involved in balancing and programming community collection assets?

[This unit would assess the issues of national versus tactical intelligence, balancing diverse priority requirements placed on limited collection assets--especially technical, and the general problems of tasking and coordination.]

-- How much collection/evidence is enough?

[This section would address such questions as how far should intelligence go to perfect technical systems [redacted]; how does analysis drive technical and human collection, and vice versa; and at what point the analyst must stop collecting evidence and write.]

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III. Analysis

-- What are the various ways evidence can be exploited?

[To address traditional and new techniques/methodologies, ^{naval} applications, the analysis process, and study the fundamentals of the main disciplines--political, economic, military, cartographic, etc. The issue of "generalists" vs. "specialists" as analysts will be discussed in this context.]

-- What are the various kinds of analysis?

[This unit should address multidisciplinary analysis; the relative strengths and weaknesses of analysis of past events as a way to understand the present's, of analysis of past events melded with projections of the future, and of speculative analysis looking especially to the future; and the issue of long-term research vs. production.]

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-- How to orchestrate community analytical assets?

[To examine value of community coordinated and produced analysis, relative merits of NIEs vs. other products; role of competitive analysis and its value; virtues and defects of community analytical role--lowest common denominator.]

IV. Management

-- Money: Different Perspectives

[To look into budgeting and finance from different perspectives of case officer, branch and division, station, Agency and NFIP. Also to study merits and defects of contracting.]

-- People

[To examine the general precepts of leadership, supervision, personal vs. institutional ethics, non-financial incentives, etc.]

-- Planning

[This unit should address resource planning, decision analysis techniques, setting objectives and problems of long-range planning; how to do it; the comparative merits of centralized and directorate-specific planning systems.]

-- Macromanagement Exercise

[As the final segment of the professional intelligence officer course, two case study exercises should be planned with the objective of requiring each student to synthesize and use what has been learned. The first case study will be undertaken by each student on an individual basis; the second case study will be done by seminar groups, with the results to be shared with the entire class. An example of such a case study would consist of a request from the President to the DCI that intelligence collect and report on the European arms manufacturing industry, a presently non-existent capability. The students would then need to prepare a long-range plan; program and balance collection techniques; develop an analytical capability; a budget to cover the above; and determine what information should be transmitted to which policymakers and in what form.]