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16 May 1980

MEMORANDUM FOR: Director of Central Intelligence

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FROM:

[Redacted]

Robert Gates *RG*

[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) a concept paper spelling out in broad terms our approach to this program and (b) 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

CONCEPT

I. Proposal

That a program of education be developed which would provide the professional intelligence officer the opportunity for substantial intellectual growth at the three major career thresholds where the scope and nature of responsibilities change: on entering the intelligence service, at mid-career and on promotion to supergrade.

II. Discussion

At each of the three major career thresholds, the intelligence professional faces greater and substantially different responsibilities. Often these responsibilities demand a comprehensive understanding of areas and relationships beyond the individual's personal experience. For example, the new intelligence officer must learn fundamental skills which are unique to the intelligence profession. Early years are spent mastering those skills. As one approaches mid-career, however, understanding how the parts of the intelligence effort fit together, how to manage larger budgets and more people, and how to develop as well as carry out requirements become more important. At supergrade, the professional's responsibilities often span the Agency, or even the entire Community.

Performance and potential for further advancement are largely functions of how well these career transitions to new and different responsibilities are made. It can be left to the individual to adjust as best he can as he progresses, or we can help him acquire the understandings and capabilities needed to fully realize his potential. The latter seems preferable if it can be done well.

Many training courses exist to help the professional. But here a clear distinction must be made between training, which is specialized instruction or practice; and education, which is the growth of knowledge, wisdom, and qualities of the mind or character. The program being proposed here would educate, not train.

III. Curriculum Concept

The curriculum at all three levels would consist of the same four building blocks:

- *The Product
- *Collection
- *Analysis
- *Management

The course content and emphasis would differ as dictated by need and sophistication for the CT, the mid-careerist and the supergrade, but the blocks would be taught in the above sequence for all three. The advantage of starting instruction

by considering the product is that all intelligence work has as its ultimate objective the product. If the product and the product's consumer are well understood first, then collection, analysis and management can be discussed from that perspective. Once all aspects of the intelligence process are covered, management can consider their competing requirements.

The contents of each block of study will be developed by the faculty with the close cooperation of the deputy directors.

See Appendix A for a more detailed curriculum.

IV. Course Philosophy

The program will be rigorous, demanding and fast paced. Class time will not be spent for the transfer of information which can be accomplished more effectively in readings, research and private study. The onus will be on the student to master the course materials on his own initiative. The course will be taught primarily through case studies. Extensive outside reading will substantively support the case studies. Lectures will be the exception rather than the rule. Guest lecturers will be used only when they represent unique sources and can commit adequate time also to participate in subsequent seminar discussions. The faculty will guide the student in his research, stimulate him in discussions, help him to apply what he is learning to new situations, and assess his progress. There will be no guarantee of successful completion. However, successful completion will count heavily (degree to be determined) in future promotion and assignment.

V. Faculty

The program will be taught largely by a dedicated, resident faculty which the Program Director will assemble. Those selected for the faculty will meet, at a minimum, the following qualifications:

- * recognized by seniors and peers for exceptional professional competence
- * substantial, recent field experience
- * potential for considerable future advancement
- * ability to inspire and teach

VI. Students

- A. CTs. All CTs will be enrolled in the program.
- B. Mid-Career and Supergrade. Top 20 percent as rated by promotion panels/fitness reports.

VII. Length of Program

Six months.

VIII. Location

STAT Except for tradecraft portions of the CT program, a campus would be established at Langley adjacent to the Headquarters Building or at another, nearby Agency facility [redacted]. If a Headquarters site were chosen, classroom trailers might be used as the nucleus of an educational complex until monies were allocated for a permanent building. Locating the school at Langley is probably preferable to simplify or lessen the problems of cover, access to library and other sources, family separation, logistics, etc.

IX. Relationship to OTR

Initially, the Director and faculty would constitute a separate and special entity not coming under the auspices or direction of OTR. The Career Trainee Program, Mid-Career Course and Senior Seminar would be absorbed into this program.

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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?

[This unit will include examination of how decisions actually get made, how policymakers use intelligence, and how they view intelligence. Reference the chart below, this section also will identify for the intelligence professional the institutional consumers of intelligence analysis, including what products different level officials of diverse agencies use (along the lines of the chart).

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This section 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 from a policy standpoint may be judged differently by intelligence professionals and vice versa. Questions to be addressed might include 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.]

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