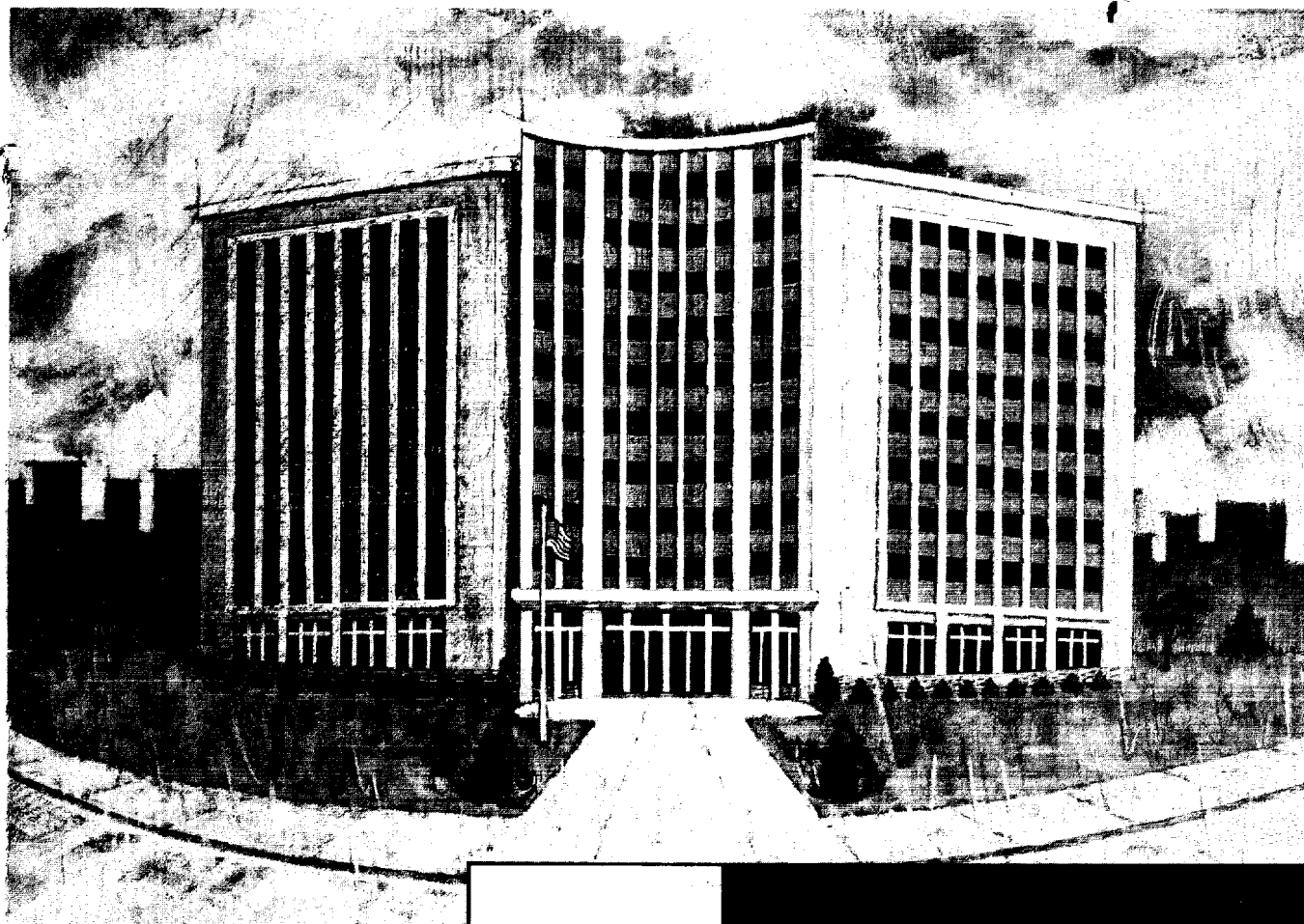


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# OTR BULLETIN

OCTOBER-NOVEMBER 1964

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ON OUR COVER

The illustration of the Broyhill Building commemorates the anniversary of OTR's residence of one year. We hope that you have had an opportunity to join us for a course during this time. If not, then during our next year?

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## IN THIS ISSUE ....

If you are a Case Officer who needs training material, see the article on the services of TAS, page 10.

A description of OTR's course - Basic Country Survey of the USSR, page 12.

A sixth in a series of articles on Senior Defense Schools -- the Air War College -- page 15.

If you are interested in knowing where you can locate reference books which include information on scholarships, read the article on page 18.

Are there answers to how a manager gets his job done? Read some of them in the article beginning on page 20.

And, of course, there are the regular features of the Bulletin Board, the OTR schedule of courses, and information on non-Agency programs.

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CERTIFICATION  
OF  
AGENCY  
SPONSORED  
EXTERNAL  
TRAINING

Training Officers are reminded that grade transcripts, certificates, or some official proof of completion of a program must be sent to the External Training Branch after an employee completes an Agency-sponsored course at a non-Agency facility. ETB sends these, with a memorandum of completion, to the Office of Personnel for inclusion in the official file. If the employee wishes to retain the original certificate for his personal file, a copy will be acceptable to ETB.

INTERNATIONAL  
SCHOOLS  
SERVICES

A list of overseas schools enrolling American students has been compiled by the International Schools Services (ISS) to assist parents who are planning overseas assignments. Generally speaking, the schools have these characteristics in common: a history of enrolling U.S. students; a complete curriculum in the English language; and a reciprocal relationship with ISS. A more complete listing of boarding schools with pictures and a summary of the program offered is to be found in the Guide to Boarding Schools Abroad, produced by ISS and published by Pan American Airways.

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If you are interested in the names of these schools, and information such as tuition ranges, U.S. enrollment, and total enrollment, you may call [REDACTED] on extension 3101. If you wish a personal copy of the overseas schools compiled by the ISS, write directly to International Schools Services, 2000 P Street N.W., Washington, D.C. 20036. For a personal copy of Guide to Boarding Schools Abroad, write directly to Pan American Airways; the cost of this booklet is \$1.00.

Dependent schools operated by the Department of Defense are not listed in either publication except where they serve as the only facility for American education.

ORIENTATION  
PROGRAMS  
FOR  
TRAINING  
OFFICERS

Two orientation programs by the Registrar Staff for Training Officers have been held recently - one in September and another in October. Each ran for one and one-half days during which time the TOs were briefed by Chiefs of each of OTR's Schools on their general instructional activities as well as the special roles their Schools have in supporting the Agency's training requirements. The Chief/JOTP briefed the group on the "new look" of the JOT program and the Executive Secretary of the Training Selection Board (TSB) explained the workings of the Board, especially the process of selecting Agency candidates to participate in programs under jurisdiction of the TSB. He also told of future plans for the Midcareer Executive Development course. The Training Officers met with Mr. Baird, Director of Training, who reviewed the development of training in the Agency and emphasized the support Agency training is receiving from top management.

The morning of the second day was devoted mainly to talks by members of the Registrar Staff who described the services of the Admissions and Information Branch and the External Training Branch; what they had to offer TOs as well as the type of support they need from the TOs. This was followed by a panel discussion led by the Deputy Registrar at which time TOs had an opportunity to ask questions.

These orientation programs are planned for small groups purposely so that there will be time for discussion by TOs with senior officers in OTR as well as time for TOs to bring to the attention of the officers their individual problems. It is hoped also, that this will bring about an even more efficient operating relationship between TOs and members of OTR.

Another orientation program will be held in early 1965. If you wish to attend, call [REDACTED] on extension 3056.

AAOS TO  
BE SET  
TO A  
SCHEDULE

Beginning in January and continuing at least for the first six months of '65, AAOS will be given according to a regular schedule. Details of the new plan will appear about mid-October in an OTR Special Bulletin.

OTR'S      The six-month schedule of OTR courses will be publish-  
COURSES      ed the week of 19 October. It will be prepared as an  
JAN-JUN '65      insertion for the OTR Catalog.

WEARING      In recent weeks several students in courses at Broyhill  
OF      have been inconvenienced--and perhaps embarrassed--  
BADGES      by having to report to the Guards' desk for failure to  
IN      display their Agency badge while in the area of fourth  
BROYHILL      floor and above. (The badge is not to be displayed below  
BUILDING      fourth floor.) When there is the opportunity will you  
                remind your employees of the official requirement:  
                "Badges shall be displayed at all times while in an Agen-  
                cy building and are to be removed and not displayed out-  
                side Agency buildings." "Agency building" in Broyhill  
                is 4th to 8th floors.

MANUALS      Two new volumes, one dealing with intelligence reposi-  
AVAILABLE      tories and the other with intelligence information collec-  
ON      tion programs, have been produced by the OTR Intelli-  
INTELLIGENCE      gence Production Faculty and are available to requesters.  
REPOSITORIES      These two manuals are Volumes III and V, respectively,  
AND      of the text Intelligence Research Facilities and Tech-  
INTELLIGENCE      niques. (Other volumes of this text which are also avail-  
INFORMATION      able on request are: Volume II on Research Planning,  
COLLECTION      Volume IV on Assembly of Data by Analysts, Volume VI  
PROGRAMS      on The Analytical Process -- Techniques and Tools, and  
                Annex I - Analysts' Files.)

Volume III, entitled Intelligence Repositories, contains an explanation of analysts' files and criteria for determining whether such files are needed and what they should contain (Annex I gives details on how analysts' files are organized). The volume describes the facilities, services, and capabilities of repositories of information which might be valuable to the intelligence research analyst. These repositories are divided into the following types: general (including the CIA Library), biographic, photographic, map, industrial, scientific and technical, and other specialized repositories. The volume also includes a discussion of the use of consultants.

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Volume V, entitled Intelligence Information Collection Programs, provides guidance on how requirements should be written; discusses the role of document evaluations, and briefings and debriefings by analysts in the collection process; and describes the collection and requirements organizations in the U. S. Government. A detailed discussion of many of the major intelligence information collection programs is emphasized. For each program, details are given on the mission and function of organizations involved, requirements, collection and/or exploitation methods, and types of reports produced. The final section of this volume deals with the use of external research contracts.

Copies of any of the volumes may be obtained by calling the Intelligence Production Faculty on extension 2452.

AFRICAN  
STUDIES  
AT  
MSU  
1964-65

The African Studies Center of Michigan State University, in cooperation with the Department of Oriental and African Languages and Linguistics, has announced an expanded African languages program for 1964-65. Instruction in African languages has been a prominent part of the African Studies Center since its inception in 1960. In 1962, the first intensive summer program of instruction in African languages sponsored by the U. S. Office of Education was held at the Center.

In response to the increasing interest in African studies, the African Studies Center has expanded to six the number of African languages in which formal instruction will be provided. (Individual instruction in other African languages may also be arranged.) The six languages are at the introductory level except as indicated: Bemba, Hausa (introductory, intermediate, advanced), Igbo, Swahili, Yoruba (introductory, advanced), Wes Kos (West African Pidgin English). For further information call [REDACTED] on extension 3101.

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DUTCH AND  
SWEDISH AT  
QUEENS  
COLLEGE

Instruction in Dutch and Swedish will be offered this coming academic year by the Department of Germanic Languages, Queens College of the City University of New York. The Dutch course is new this year.

AMERICAN SOCIETY FOR PUBLIC ADMINISTRATION      The American Society for Public Administration (ASPA) is a nation-wide organization with 60 chapters throughout the country. Its primary purpose is to advance the science, process, and art of public administration.

Some of the goals of the National Capital Area Chapter are to bring together practitioners and scholars for mutual learning, stimulate and assist education and research in governmental management, and increase citizen awareness of public service motive and achievement. Activities sponsored or supported by this chapter are round tables, study groups, and monthly luncheon meetings every third Wednesday of each month at the Presidential Arms, 1320 G Street N.W., Washington, D.C. Speakers at these luncheons include high-level Government administrators, prominent educators, and leaders from business and industry.

The Agency has a membership in ASPA. If you are interested in further information on this Society or if you wish to attend one of the monthly luncheon meetings, call [REDACTED] on extension 3101.

NATIONAL INTER-DEPARTMENTAL SEMINAR      The dates of future runnings of the National Interdepartmental Seminars are 25 January - 19 February, 5 April - 30 April, and 14 June - 9 July. The Agency has a quota of eight persons at each seminar. The DDCI has established that 50 percent of the quota is met by the DDP; the other Components of the Agency make up the other 50 percent. For more detail refer to OTR Special Bulletin 15-64.

GEOGRAPHY OF THE USSR      Geography of the USSR, a course offered by SIC, will run from 9 November through 18 December at 403 Broynhill. The purpose of the course is to provide a geographical background for specialized work on the USSR.

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The content of the course covers the physical and cultural geography of the country as a whole and each region in some detail. Economic and military geography is stressed. Students work with classified and unclassified materials, including maps, and serial and ground photographs. For additional information about the course, call [REDACTED] on extension 2452; for information pertaining to registration, call AIB on extension 2365.

For information on another course on the USSR, read the article in this Bulletin on Basic Country Survey of the USSR.

PRETESTS  
FOR  
CLERICAL  
REFRESHER

Purpose : To determine the shorthand or typing course for which an applicant is qualified.

Place : 2103 Washington Building Annex, Arlington Towers.

Time : 0920 on the scheduled date.

Registration : Employee is registered by AIB when application is received.

Dates of Tests and Courses : for the 23 Nov - 18 Dec course  
18 November - typewriting pretest  
19 November - SHORTHAND pretest

AGENCY  
QUALIFICATIONS  
TESTS  
FOR  
CLERICALS

Purpose : To qualify employees for positions as Agency typists or stenographers.

Place : 2103 Washington Building Annex, Arlington Towers.

Time : Given to the Training Officer when he registers an employee for the test.

Registration : The Training Officer calls the Clerical Training Office directly, extension 2100.

| Dates | : <u>Typewriting</u> | <u>SHORTHAND</u> |
|-------|----------------------|------------------|
|       | 2 November           | 3 November       |
|       | 16 November          | 17 November      |
|       | 7 December           | 8 December       |
|       | 21 December          | 22 December      |

INTELLIGENCE  
RESEARCH  
TECHNIQUES  
COURSE

Intelligence Research Techniques (IRT) is an OTR course designed for professionals who are new to intelligence research and for those already experienced in research but who want to know more about the reference and other facilities available to them. It is for the analyst and other professionals such as reference librarians, linguists who exploit foreign language materials, and document disseminators who are responsible for supporting the research analyst.

Each student works on a research project assigned him by his office. The stages in the research process which are covered in the course and which the student applies to his project are planning the project; using analysts' files, libraries and registers; selecting and using disseminated materials; selecting appropriate collection programs to fill gaps; applying the analytical process; and writing a progress report on his course project.

During the course students are required to read a text written specifically for the training of research analysts. They also take tours of Agency facilities available to researchers and they participate in seminars in which they discuss problems as well as the comparative capabilities of facilities and services they use.

The next IRT is to be given from 16 November through 11 December in Room 411 Broyhill. Classes will meet from 9 a.m. to 1 p.m. each day except Wednesday. Wednesday will be a full day from 9 a.m. to 4:30 p.m.; the afternoon is set aside for the student to work at Headquarters building on his research project. OTR has planned this running of the course to meet the needs of researchers in all components of the Agency.

For further information on the subject matter of the course, contact [REDACTED] on extension 2452. Contact your Training Officer to register for the course.

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LOGISTICS SUPPORT COURSE      The next Logistics Support course will be held from 4 November (Wednesday) through 25 November (Wednesday) in Room 1322 R&S Building. Call [REDACTED] TO/OL, extension 5963, for details.

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EFFECTIVE SPEAKING COURSE      OTR's Effective Speaking course will be given from 7 December - 20 January: Monday and Wednesday from 9:30 - 11:30 a.m. -- a total of 24 hours. The course covers basic principles of speaking. Students are given considerable practice in speaking before the group. Some speeches are prepared; others are impromptu. Some are two minutes; other are 20 minutes. Each is critiqued by the instructor or the students.

BASIC INTELLIGENCE FACTBOOK      A new edition of the "Basic Intelligence Factbook" was issued by the Office of Basic Intelligence in September. This is a ready reference text providing basic details on all countries and on certain regional groupings (such as the Arab League and the Conseil de l'Entente). The Factbook provides data for each country on: area, people, government, economy, communications, and defense forces. Copies of the book may be obtained by filling in Form 490 and sending it to CIA Records Center.

At a recent secretarial workshop conducted by GSA, the question was asked, "Why do letters have to be retyped?" Before any of the students could even raise her hand, the following answer was given:

In 30 percent of the cases when a letter had to be rewritten, it was because of stenographic inaccuracy.

Errors in English or composition caused 25 percent of the retyping.

And in 45 percent of the cases it was an error in content (the boss's errors) which made a rewrite necessary.

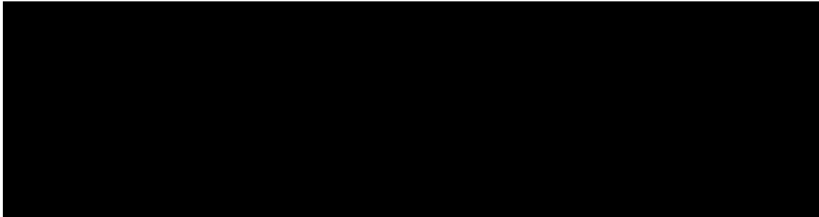
Actually, 70 percent of the errors are the boss's.

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The Staff maintains liaison with the Army Intelligence School at Fort Holabird which affords a means of exchange with the Armed Forces in areas of mutual interest.

The services of TAS are available to members of the Agency. The staff welcomes visitors to its offices in 614 Broyhill; its telephone extension is 3096.

#### AUTOMATION

Ninety percent of the nation's supply of light bulbs are manufactured by glass-blowing machines attended by 14 operators. A machine run by 10 employees produces the same number of automobile engine blocks turned out by 400 men 10 years ago. Two workers can assemble 1,000 radios a day--a job requiring 200 employees a few years ago.--Secretary of Labor W. Willard Wirtz.

# USSR

## BASIC COUNTRY SURVEY of the

**CCCP** Do you know what it means? It is not only translated into English, but more important, its significance in today's world is translated for you in OTR's course, Basic Country Survey of the USSR which is given by the School of International Communism. (There is a course currently in session; the next one is 29 March through 9 April.)

If you haven't talked with any returnees from the Soviet Union lately, attendance at the course will also solve this; a "we were there" flavor is provided through discussions of life in the USSR with individuals who have returned recently.

How would one contrast and evaluate the impact of Lenin, Stalin, and Khrushchev on the development of the Soviet system? What are the major problems facing the Soviet Union today at home and abroad? What problems are historical or of the Communists own making? What are the major strengths and weaknesses, capabilities and vulnerabilities of the Soviet Union? Is agriculture still her "Achilles heel?" These are only some of the subjects covered in the BCS: USSR, a course planned for Agency personnel who believe that a basic and comprehensive knowledge of the Soviet Union will be professionally useful to them. More specifically the course covers:



#### Geographic Setting

A discussion and map exercises to "set the scene" - highlighted are those geographic features (mineral resources, agricultural potential, transportation, etc.) affecting Soviet economic and military strength.

#### Tsarist Russia

A brief resume of Russian history, emphasizing those factors which have affected and are influencing Soviet developments.

#### Communist Doctrine

An analysis of the basic elements of Marxism-Lenism, followed by a consideration of contemporary Soviet ideology.

#### USSR Government -- CPSU Organization

A detailed framework of the institutional structure and functioning of the Soviet political system.

#### Soviet Agriculture and Industry

Organization, functioning, and current problems of the Soviet education and scientific systems.

#### Soviet Military

Strengths and weaknesses in Soviet military capabilities.

#### USSR and the Non-Bloc World

A discussion of the objectives and tactics of Soviet diplomacy towards the West and the developing sections of the world. Emphasized is the impact of Khrushchev. Diplomatic, economic and cultural aspects of Soviet foreign policy are discussed in some detail.



### CPSU and International Communism

An analysis of the current relationship between the CPSU and communist parties in the non-Bloc world.

The staff of the School of International Communism supplements its lectures with those given by experts from other offices in the Agency so as to provide up-to-date coverage on all of the subjects. The course as planned also includes films that show the important segments of the history of the Soviet Union. Information discussions on any of the topics are encouraged.

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██████████ is the Chief Instructor. He will provide additional information on any of the elements of the course. Your Training Officer has information on registering you.

In education, programs under the Alliance for Progress have built 8,200 classrooms, trained 20,000 teachers, and produced 4 million textbooks in the Americas. Nearly 200,000 more pupils are attending elementary school in Colombia, 8,000 more are in high schools, and 7,000 more are studying in colleges and universities. Panama has an increase of 22,000 pupils in elementary and high schools, and Venezuela, 30,000 more. Ecuador likewise has raised enrollment by 94,000 in elementary schools, 21,000 in secondary schools, and 3,000 in college. The AID report notes considerable increase in the number of persons who can read and write in Latin America, but points out that "45 percent of the population is still illiterate."

From Newsnotes on Education around the World, HEW, July 1964.

## AIR WAR COLLEGE

Editor's Note: This is the sixth article on the Senior Defense Schools (known to Agency employees also as Senior Officer Colleges). Summaries of other Senior Defense Schools will appear in subsequent issues of the OTR Bulletin.

Maxwell Air Force Base, Montgomery, Alabama is the Headquarters of the Air War College, which was established in March of 1946 as the senior professional school in the Air Force's educational system. Like most of the Senior Defense Schools, the Air War College operates on a ten-month curriculum which begins in mid-August and ends in early June. Its primary purpose is to keep its officers abreast of the major problems of national and international relations, military strategy, joint, combined and specific commands, national strategy, modern weapons systems, science and technology, and logistics. Its brochure outlines its objectives more specifically as follows:



1. To gain a more complete understanding of international relations, the nature of conflict, the essential elements of strategy, sound employment doctrine, and staff responsibilities.
2. To further develop an appreciation of current problems of national defense.
3. To develop a comprehensive understanding of the capabilities and limitations of our warfare studies in support of national policy.

Each year the Air War College has approximately 275 persons in the program. These men are from the United States Air Force, Army, Navy, Marine Corps, the Royal Air Force. There are representatives also from the Department of State, USIA, National Security Agency, and the Central Intelligence Agency.

CIA's representatives are officers in Grades GS-14, or higher, and are between the ages of 35 and 45. After an initial screening of applicants within the Directorates, a Deputy Director nominates his candidates for the College to the Agency's Training Selection Board (TSB). The Board screens the candidates in more detail. This part of the screening includes a personal interview with the candidate. (Officers who have been nominated by their Deputy Directors but who are not available for an interview are at no loss in the selection process. Their professional activity away from Headquarters is taken into full consideration.) After the TSB has selected the nominees -- the Agency is expected to have its quota at Air War College increased from two to three for the next session -- the names are sent to the DDCI for final selection. Successful candidates are notified by TSB of their selection; so too are those not so successful. (Failure to be selected one year is not necessarily a deterrent to applying for the following year's program.)

During the ten months of the course students at the Air War College have an opportunity to hear top-level civilian and military leaders speak quite frankly about the most sensitive aspects of U. S. policy. They also hear lectures by leaders in the fields of education, industry, science, and politics. There are opportunities for question and answer exchanges by the students and instructors; there are seminars, research, prescribed reading, field trips, and a thesis.

Seminars are designed to supplement the lectures and individual research. Reading assignments are planned to provide the students with background material. The thesis program is intended to complement the lectures, the reading, and the seminars. For his thesis, the student selects a problem dealing with an aspect of national defense.

There may be several field trips. One year the students visited Cape Kennedy for a tour of the facility and to observe the launching of Atlas and Titus missiles; they took a cruise

aboard the attack carrier, USS Independence, to witness launching and retrieving of aircraft, anti-submarine tactics, and aircraft rocket firing; also, a trip to Fort Benning to witness a fire-power demonstration and the Army's latest airborne tactical concepts.

As is the case with other Senior Defense Schools, there is an additional feature at Air War College whereby those who wish to take advantage of it may participate in the Off-Campus George Washington University Center of the College of General Studies which is located at the Base. The feature provides an opportunity for AWC students and faculty and professional graduates to further their formal academic education during off-duty hours. Courses are offered toward a Bachelor's degree in the College of General Studies and toward an MA in International Studies.

In addition to the benefits from lectures given by top-level representatives of the government and industry, field trips and private research, there is always the added advantage, as one CIA representative summarized, which comes from the close associations and friendships established with representatives of the Armed Services. Many of these individuals can be expected to hold important positions in their respective services and the rapport can be of mutual benefit in facilitating liaison and support.

Selection of the Agency's candidates for the 1965-66 year is underway. For information consult your Senior Training Officer.

## "PACKAGE" FOR STUDENT AID

Students who don't have the "bundle" necessary to pay all of their college expenses are most likely to receive assistance in the form of a financial aid "package." Preliminary results of a nationwide survey indicate that two out of three institutions offer assistance through some combination of scholarship, loan and job.

The survey, sponsored by the American Council on Education, the American Association of Junior Colleges, the College Scholarship Service and the United States Office of Education found that about 94 percent of all American colleges and universities offer financial aid in some form to undergraduates.

Answers from 1,163 of the 1,700 colleges to which questionnaires were sent last fall showed awards totaling \$68.8 million to freshmen enrolled in the fall of 1963, with 55 percent of the awards going to men and 45 percent to women.

Scholarships totaled \$40 million, loans \$19.5 million and jobs \$9.3 million. The average value of all freshman awards was \$520. Package deals combining all three forms of assistance were the highest: \$1,392 for men and \$1,089 for women.\*

The Admissions and Information Branch, Registrar Staff, has acquired the following reference books which include information on scholarships. The books may be used in Room 839 Broyhill Building. For information, call [REDACTED] on extension 3101.

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\*Source: NEW YORK TIMES, August 23, 1964.

THE FOUNDATION DIRECTORY, Edition 2

Prepared by the Foundation Library Center  
Editors: Ann D. Walton and Marianna O. Lewis  
Published by the Russell Sage Foundation, New York, 1964.  
This Directory includes information on 6,007 foundations, giving the corporate name and address, name of donor(s), general purpose and activities, assets, expenditures, grants, and names of officers and trustees.

FELLOWSHIPS IN THE ARTS AND SCIENCES, 7th edition,  
1964-65

Editor: Robert Quick  
Published by the American Council on Education, Washington, D. C. This is a current catalog of specific programs of financial aid to graduate students in the arts and sciences available from sources other than the universities. It includes information on awards sponsored by foundations, government agencies, professional and learned societies, industries and others.

LOVEJOY'S SCHOLARSHIP GUIDE

Editor: Clarence E. Lovejoy  
Published by Simon and Schuster, New York, 1964.  
This is a listing of scholarships, student aid, loan funds, workshops, and awards; all primarily for undergraduates.

HOW TO GET MONEY FOR COLLEGE

Editors: Benjamin Fine and Sidney A. Eisenberg  
Published by Doubleday & Company, Inc., Garden City, New York, 1964.  
This book lists all colleges in the United States which offer a scholarship or loan program and it gives the number of scholarships available and the amounts, amount of money available, whom to contact and how, and other pertinent details. Information is also included about scholarships and loans available through foundations, labor unions, industries, government, and religious and fraternal organizations.

## HOW DOES A MANAGER GET HIS JOB DONE

Managers in government as well as industry are characterized by the oft-repeated complaining that there are simply not enough hours in the day to get the job done. From management literature they know that the job should involve long-range planning, continuing policy review and analysis, field trips, fostering innovation and creativity, and not merely administrative details, routine correspondence, crisis management. Yet filling "the unforgiving minute with sixty seconds worth of distance run" remains a gnawing issue, intensified by the normal demands of family and home. Anticipating the benefits of exchanging ideas and possible group therapy, a selected group of higher executives of the State of New York examined this issue.



### ARE THERE ANSWERS?

With reference to one of management's most plaguing problems, paperwork, methods ranged from automatic discard, waiting for a follow-up communication (also called "ripening and aging"), and leaving it to staff. But it was generally agreed that the remedy for an overflow of paperwork was stemming the flow at its source. The effective application of this remedy requires a competent secretary for routing and subordinates who understand the scope of their responsibility. As Jethro counseled Moses in Exodus--"Every great matter they shall bring unto thee, but every small matter they shall judge themselves."

The character of the organization was found to dictate how much time the manager could spend away from his desk. Closely allied was the problem of controlling telephone calls, visitors, and similar interruptions. Disagreement arose here, some feeling that excessive reliance on even competent staff might tend to insulate the manager from his organization. However, even those advocating the "open door" felt that the manager must pick the time for such contacts.

Central to this is the critical question--when does the manager find time to do creative thinking? --to find fresh approaches to problems, to formulate new programs and policies, and to write speeches, articles and important memoranda? Surely these are among the most important aspects of his job. His creative ability is what makes him especially valuable to his organization. Yet the pressure of paperwork and daily crises so crowd the hours of the manager's working day that little time is left for creativity.

#### HOW DOES HE GET HIS JOB DONE?

Perhaps a more complete title for the workshop would have been: "How Can the Manager Get His Job Done and Still Work a Reasonable Number of Hours?" While it does seem inevitable that people in managerial positions must work long hours, there are several things that can be done to minimize this problem. The group summarized these as follows:

Train your secretary and other personal staff to route as many matters as possible to key subordinates; avoid the handling of minutia.

Develop your staff to the maximum of their capacity; enhance their decision-making ability through understanding of organization policies.

Make your standards clear and realistic, so that your assistants can produce completed staff work.

Hold regular staff meetings, but keep them short and to the point.

Resist the compulsion to add your personal touch to each piece of work.

Establish priorities on your time, then stick to them.

Deliberately get away from your desk--out into your organization or on field trips--in order to let your people function without you.

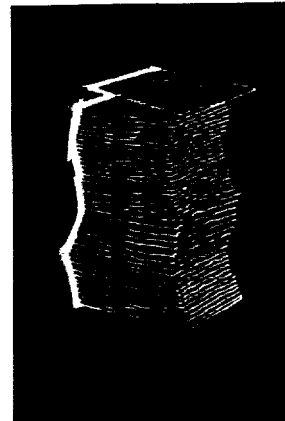
Listen.

#### AN OCCUPATIONAL DISEASE: EXTRA HOURS

It is clear that when administrators meet for such a discussion they can do much more than recite to each other the standard principles of public administration. They all agree they should delegate, communicate,

plan, and so forth, but they also can learn from each other "how to do it." The difference in methods--some might be called tricks--reflects each manager's personality and approach to administration. In some, warmth and human understanding dominate, perhaps at the expense of administrative efficiency; others prefer a mechanistic approach in which a smoothly operating machine is developed for others to operate, while the manager concentrates on external relations.

Everyone was aware that to conserve time and energy for exercising creativity and leadership he must continually fend off the encroachments of a sea of paperwork and of people wanting to see him. This is a battle that is not fought and won once and for all; it requires eternal vigilance and courage. Each participant gained some of the benefits of group therapy, for where his own managerial problems had appeared insoluble, he now saw them as symptoms of an occupational disease, a common ailment.



Part of the cure came from the final conclusion that no matter how effective the manager is in stream lining his day's schedule, he inevitably finds that the creative demands of his job must be met outside of regular working hours.

#### MANAGER'S SELF ANALYSIS

The workshop provoked continuing discussions, and subsequently a questionnaire was prepared and distributed to 18 individuals having top management responsibilities in New York State. Each respondent was requested to frankly and anonymously provide the best estimate of his allocation of time to a specific set of activities. The following observations emerge from analysis of this data:

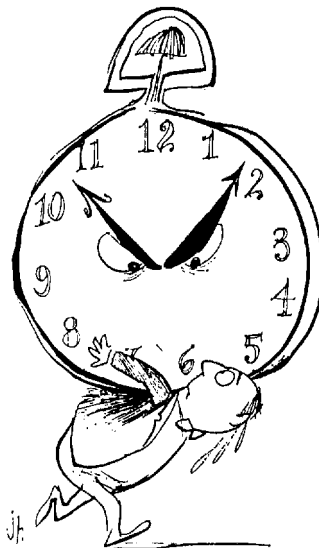
1. The average top manager in the State of New York spends seven times more time on the telephone than on long-range planning.
2. In comparing the hours worked per week of the four individuals working the greatest number of hours and the four working the fewest number of hours, the bulk of the additional working time was found to be spent reviewing the work of subordinates and handling telephone calls.
3. Handling routine correspondence, on the average, consumed 4.2 per cent of the time of all managers involved, while individual responses range as high as 15 per cent. (As much

time is apparently spent on routine correspondence as on introducing operational changes.)

4. Individuals working the lowest number of hours per week spent, on the average, three hours per week more in introducing changes than the managers working the highest number of hours per week.
5. The average top manager in this group spends about 35 per cent of his time in (1) reviewing and signing letters and memoranda prepared by subordinates, (2) participating in staff conferences, and (3) handling telephone calls. These individuals display advance symptoms of the deadly disease which Professor C. Northcote Parkinson has called "injelititis."\*

What are YOUR symptoms?

\*Parkinson has coined the word "injelititis" to describe managers whose incompetence brings about "organizational paralysis."



# HOW TO INTERVIEW SOMEONE FAST !

If you want to interview people fast and thoroughly--don't even try.

A thorough interview just cannot be rushed. Often it takes hours of time. Attempt to squeeze a thorough interview into a few minutes, and you may lead yourself down a primrose path.

But the fast interview has a purpose. In your busy daily business life, your goal is optimum use of your time. The ability to interview properly yet quickly gives you a way to save time for the people who count.



Interviewing to fill a job is the best example.

Suppose you plan to interview as many candidates as possible, in order to find the one who will bring something extra to the job. Using a fast interview pattern, you can see a dozen applicants and flag the two or three who deserve more time.

There is a way to complete a good capsule interview in about nine minutes. This interview approach is based on many years of experience. It has helped uncover literally thousands of "something extra" employees for both permanent and temporary jobs.

The secret of the nine-minute interview is to do and say the right things in the right order. Here is a pattern:

STEP 1: Study the facts first  
(time: one minute)

To save time and avoid mistakes, a good rule to follow is: never start an interview without first knowing about the person.

In the case of a job applicant, study his resume before he comes into your office. Better yet, have him fill out a detailed application form.

You can read signals about a person just in the way he fills out an application form, as well as in what he says. For example, the following danger signals are generalities, but they stand up with amazing regularity:

Does the applicant take too long to fill out the form? This may signal a problem of some kind, perhaps an emotional problem. A person seeking a job should have thought through the facts about himself and be able to write the answers easily.

Does the applicant leave out basic information? The applicant may be unable to answer some questions, but if he leaves out basic information--such as address, age, marital status--this is a danger signal. It may indicate mere carelessness, but it may also signal that the applicant is hiding something.

Did the applicant resist or argue about filling out the form? A person who resists instructions before being hired will do so afterwards too. This may be the kind of person who will try to match his will against his boss's.

Does the application form show employment gaps? This may indicate a lack of stability, or a chronic illness.

The application form can give you many clues to follow up in the interview itself. But getting advance facts about the applicant is only half the story. Before you even start to interview, make sure you know all the important facts about the job to be filled. This includes not only educational requirements, experience and skills needed but, equally important, the personality requirements of the job. It's been proved repeatedly that many more people fail in jobs because of personality problems than because of skill problems.

STEP 2: Observe appearance  
(time: half a minute)

Don't believe it when they say you can't judge a book by its cover. When it comes to people, you certainly can. If you are observant, you can learn many things in the few seconds it takes an interviewee to walk into

your office and sit down. He will signal his manner and bearing in the way he walks in. But there is more to it than that. Grooming is very significant.

**STEP 3: Establish rapport**  
(time: two minutes)

This is the most important part of any interview, regardless of how long or short it may be.

Establishing confidence in the interviewee and a common ground between yourself and the interviewee deserves more time than any other step in a short interview. When you are rushed, it may seem foolish to waste time on pleasantries. But unless you do "waste" a little time in this way, the interviewee may never give you the information you want. He may be too tense to answer freely or too distrustful to speak candidly.

Something in the applicant's resume or application form will probably give you a common ground. For example, "I see you studied at Penn State. Did you by any chance know Professor So-and-so?"

Talk enough to get the interviewee talking, and establish the fact that this is going to be a two-way interview, not just one way on either side. These two minutes of ground-work conversation do more than establish rapport. They also give you a basis for making some judgments. For example, how well does this person express himself? Does his vocabulary signal anything about him? Does his personality seem to match the requirements of the job?

**STEP 4: Find out what he wants**  
(time: one minute)

Here is where many interviewers make a mistake. They start telling rather than asking.

You want the time you invest in the interview to work to your advantage. Therefore, use the first minutes to find out what the applicant can offer you. To spell out the requirements of the job for the applicant is of only secondary importance at this point.

Now, in four or five minutes, you should have a pretty good preliminary picture of the individual based on his resume or application form, the way he presents himself, some preliminary conversation, and what he tells you about the kind of job he wants.

At this point you may conclude he is not right for the job. Save time by telling him so, and end the interview.

STEP 5: Tell what you offer  
(time: one minute)

One of the biggest causes of employee turnover is: "The job isn't what they told me it would be." Some personnel people and other employers have a tendency to oversell jobs--to exaggerate the plusses and ignore the minuses. The tendency is understandable, but experience shows it is not good business. Furthermore, if your compensation is fair and working conditions reasonable, there is no need to oversell a job. When the time comes, sell it, but don't oversell it.

At this stage in the interview state what the job is. Define it clearly, concisely and simply. Spell out the advantages and the disadvantages.

STEP 6: Invite questions  
(time: one minute)

Having spelled out the job, invite the candidate to question you about it. Chances are he will have some questions; the questions he asks and how he asks them may reveal some new things about him.

The questions he asks and the comments he makes will indicate his degree of "stretch" or flexibility. He committed himself when he spelled out, in advance, the kind of job he wants. Then you spelled out a job that probably did not match his interests exactly. Does he indicate a willingness and an ability to stretch himself to match the requirements of the job, or do his questions and comments indicate he is thinking more in terms of how he might mold the job to his own satisfaction?

No one is harder to deal with than an employee who won't stretch. Better to end the interview right here if your man does not come close to



the job requirements and seems reluctant to stretch. But if he is close to the job and is flexible, keep going a little longer.

STEP 7: Ask your own questions  
(time: one minute)

Now it is your turn to ask some questions. The best rule to follow is: Ask only specific questions, never general questions. General questions invite general answers; these are not worth much. Specific questions help you get pertinent information without delay.

Use your questions to determine the candidate's full potential. Is he overqualified for the job? If so, he may be as unsuitable as someone who is underqualified.

There are no stock questions for every interview. Jobs are different, and each candidate you talk to is different, with an individual personality. But there is one key question that is useful in many interviews. It's not meant to be a trick; it is a question that produces interesting answers. The question is: "Which are you more interested in: your potential salary or the type of work you'll do?" Neither answer is necessarily condemnatory, but it can certainly tell you a good deal about the person.

Ask questions like this toward the end of the interview, when you are more likely to get candid answers.

STEP 8: End with friendly honesty  
(time: one minute)

You will save yourself a lot of time if you know how to cut interviews short-amicably. In ending try to accomplish two things:

First, re-establish rapport. Use a few seconds and a few friendly words to indicate that you have enjoyed meeting the applicant and have been interested in what he has told you about himself.

Second, tell the applicant exactly where he stands. Don't give him hopes you know won't materialize. If you have decided against him for the job, tell him directly that you have talked to other candidates who are more exactly qualified. This can be done in a concise way, but a way that does not imply criticism or dissatisfaction.

Of course, if the candidate looks good and deserves further consideration, tell him so. And tell him what will happen next. In this case, it is well

to end by reviewing briefly the advantages of the job, and the advantages of working for your company.

#### CONCLUSION

No interview--even a capsule interview--should be conducted with stop watch in hand. Neither should it be forced to match a rigid pattern that prevents a natural sequence of steps from beginning to end. Consider this interview pattern as no more than a working guide. Experience shows it conserves time and makes short interviews work.

#### TOP MANAGEMENT, TAKE HEART

Executives who carry heavy responsibility may not, after all, be prime targets for a heart attack, according to a report in BUSINESS WEEK.

A six-year study of 85,000 Du Pont employees revealed a heart attack rate among vice-presidents, plant managers, and district sales managers of only 2.2 per 1000--about half the four per 1000 rate among low-level managers. Middle-management men immediately below the executive level had a rate slightly higher than executives: 2.5 per 1000.

Researchers point out that stress cannot be measured by circumstances confronting a person, but by his reaction to them. One man's stress may be another man's pleasure.

# NON-AGENCY TRAINING

This section of the OTR Bulletin contains information on courses or programs of possible interest in the professional development of Agency employees. Announcement of a course or program in this section does not necessarily mean that the Agency will pay for an employee's attending it. Such sponsorship is based on job-orientation and professional need. Additional information on courses and programs outlined here or on other non-Agency training is available through the Admissions and Information Branch, Registrar Staff: [REDACTED] extension 3101.

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Application for Agency-sponsorship of external training is made through the Training Officer. Form 136, "Request for Training at non-CIA Facility," is sent to the External Training Branch/RS, 835 Broyhill. If the employee is under cover the application is sent to ETB through the Central Cover Staff.

Please note ETB's enrollment deadlines shown for some of the programs.

An employee who wants to take an external course at his own expense makes his own arrangements in accordance with provisions in [REDACTED] "Unofficial Courses of Instruction."

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RECORDS  
MANAGEMENT  
WORKSHOP

General Services Administration is offering a Records Management Workshop from 30 November through 11 December. The workshop consists of twenty 3-hour lecture and discussion sessions. Some of the topics will include:

- How do we Manage Records?
- Subject Classification
- Managing the Mail
- Records Scheduling
- Clerical Work Measurement
- Do's and Dont's of a Successful Records Program

The workshop is at the National Archives Building from 9:00 a.m. to 4:30 p.m. daily during the two week period. It is primarily for records officers and management analysts who are in records and paperwork management; however, applications will be accepted from administrative personnel who need a general orientation of this type. Specialists from National Archives and Records Service give the lectures.

Priority is given to applicants, GS-9 and above. Applications should be in ETB no later than 16 November.

RADIOLOGICAL  
MONITORING  
FOR  
INSTRUCTORS

The Office of Civil Defense is presenting a five-day course to provide technical background needed by radiological monitor instructors or assistant radiological defense officers, and to provide others with background in radiological defense. It is to be given at the following cities on the dates noted:

OCD Staff College, Battlecreek, Michigan:  
24-29 January, 28 March-2 April, 6-11 June

Eastern Training Center, Brooklyn, New York:  
7-12 February, 7-12 March, 11-16 April,  
9-14 May, 20-25 June

An applicant should have some training or equivalent experience in college-level general or physical science and a working knowledge of college algebra. OCD provides a 30 Millicurie Colbalt 60 Source Set for use in radiological monitor training. In order for a monitor instructor to use this set, he must possess a byproduct material

license issued by AEC. The minimum qualifications for issuance of this license are: (1) successful completion of the OCD Radiological Monitoring for Instructors Course or its equivalent and (2) college level physical science courses or equivalent experience.

Applications are due in ETB six weeks in advance of the course.

RADIOLOGICAL  
DEFENSE  
OFFICERS -- I

The Office of Civil Defense is presenting a five-day course to provide training for members of radiological defense operations staffs whose duties are to assemble, evaluate, coordinate, and disseminate radiological data; and to provide advice and assistance on radiological defense matters to other staff and administrative personnel. The course will be given at the following cities on the dates noted:

OCD Staff College, Battlecreek, Michigan:  
31 January-5 February, 13-18 June

Eastern Training Center, Brooklyn, New York:  
24-29 January, 14-19 March, 16-21 May

Applicants should have completed the Radiological Monitoring for Instructors course, or have equivalent technical background, and received education or experience in general or physical science.

Applications should be in ETB six weeks in advance of the course.

RELIABILITY  
SEMINAR

This seminar, which is conducted by the Department of the Army, is designed to provide executive personnel with a knowledge of current reliability requirements and the managerial effort required to install and maintain programs to assure that these requirements are satisfied. Topics include DOD reliability requirements, sound reliability practices, reliability planning and control, and evaluating the effectiveness of the reliability program. This seminar is designed for executive personnel who have authority to initiate and direct reliability programs.

Priority will be given to GS-14's and above and their equivalents. The seminar will be given by the Army Management Engineering Training Agency Rock Island Arsenal, Rock Island, Illinois from 30 November to 4 December 1964 and from 3-7 May 1965. Applications should be in ETB one month in advance of the seminar.

INTRODUCTION  
TO  
ADP  
IN  
TECHNICAL  
INFORMATION  
SYSTEMS

The Introduction to ADP in Technical Information Systems, offered by the Civil Service Commission from 3-4 December, is a basic program designed to provide a general overview of the uses and potential of ADP as well as examples of successful applications of ADP in technical libraries. This course will not stress the technical aspects of ADP. Participants, therefore, will not be handicapped by the lack of prior familiarity with computers. The emphasis throughout the program will be on how ADP can be used in technical libraries.

Librarians and others concerned with the storage and retrieval of technical data and documents, such as archivists, research analysts and information analysts, GS-9 and above (or equivalent), are eligible to attend this program. Applications should be in ETB by 2 November.

ENGLISH  
AS  
A  
FOREIGN  
LANGUAGE  
AT  
U. OF KANSAS

The University of Kansas is offering a one-semester intensive course in English as a foreign language beginning this fall. The program, which is under the direction of Edward T. Erazmus, will also be open to students who propose to do their academic work at other institutions. Instruction will be provided at the beginning, intermediate, and advanced levels.

EXECUTIVE  
SEMINAR  
IN  
MANAGEMENT  
INFORMATION  
SYSTEMS

The Civil Service Commission is offering this seminar from 13-14 May 1965 primarily for executives who have broad administrative responsibilities in the Federal Government. The program will provide an opportunity to obtain information, develop ideas, and exchange views on the effective use of computers in management information systems. Topics presented and discussed will include: (1) purpose of management information systems; (2) historical uses of data processing; (3) information

for better decision making and management information systems; (4) organization and structure of automated information systems; (5) considerations in the design of management information systems; and (6) illustrations of effective systems. Nominees must be at the GS-15 level and above (or equivalent). Deadline for nomination is 5 April 1965.

FIELD  
WORK  
PROGRAM  
IN  
ADP  
SYSTEMS  
ANALYSIS

The Civil Service Commission is offering this program from 12 May - 30 June 1965. The program begins with a half-day session which is followed by seven full day sessions at weekly intervals (Wednesdays). It is designed to provide an opportunity for participants to engage in an actual ADP systems study. In addition to the formally scheduled sessions, the program will include a substantial number of assignments to be accomplished between sessions. Persons who have successfully completed the ADP Systems Analysis Seminar and others with equivalent knowledge or experience are eligible to attend. In addition, only those persons should be nominated whose schedule will permit attendance at each session and accomplishment of the required assignments.

Deadline for nomination is 2 April 1965.

PERT  
ORIENTATION  
MIDDLE  
MANAGEMENT

The Department of Defense, PERT Orientation and Training Center (POTC), will conduct an 8-hour orientation on 22 December to acquaint participants with the concepts and uses of PERT Time and Cost and related techniques. This course is primarily intended for those middle management personnel whose organizational responsibilities preclude their attendance at the POTC 40-hour course. It is designed to convey to the participants an application and understanding of recent developments in management information system techniques and their application. Lecture and discussion problems are supplemented with films and a case problem utilizing the network discipline for planning and control.

Nominations should be in ETB not later than 15 November.

EXECUTIVE  
LEADERSHIP  
INSTITUTE

The Civil Service Commission will conduct this institute 8-12 March and 7-11 June. Its purpose is to promote the public interest through offering senior officials of the Federal service a program devoted to (1) an understanding and appreciation of the basic framework of the Federal Government: its founding concepts, ideals, traditions, evolving structure, and methods in solving contemporary public problems; (2) the significance of various assumptions about human motivations and values, means of influencing the performance of the tasks of Government, and the social forces which shape administrative decisions and enter into the effectiveness of leaders; and (3) a philosophy of the role of bureaucracy in the maintenance of democratic values and of the personal responsibility which each career official bears for the success of governmental institutions.

The institute is designed primarily for those who have had experience in the management of Federal programs and whose duties involve them in relationships with their agency's clientele or with other Government entities. The institute also seeks inclusion of a limited number of participants who have been appointed directly to senior policy positions from outside the government.

Nominees must be a GS-16 or above; candidates are chosen by the Agency Training Selection Board.

INTRODUCTION  
TO  
PERSONNEL  
MANAGEMENT

The Civil Service Commission is offering this course 15-19 March and 7-11 June for those entering the field of personnel management. It provides an analysis of agency responsibilities in that function and its relationship to the total mission. Skills needed in the conduct of an effective personnel program will be identified and related to current research findings in the behavioral sciences. The discreet specialties of recruitment, selection, placement, job evaluation, performance appraisal, and employee development is treated in terms of their objectives, interrelationships and regulatory guides. The course will serve as preparation for attendance at basic courses in the separate personnel specialties. Nominees for this program should be in the grade level GS-5 through GS-9.

Nominations should be in ETB one month in advance.

FILES  
IMPROVEMENT

GSA is conducting this course from 1-2 December. Its purpose is to demonstrate principles and practices for solving problems with files management. Guidance and instructions are given through oral and visual presentations on principles and techniques for improving files. Each participant receives a workshop kit and takes part in solving problems by applying the knowledge gained. The record keeper learns how to reduce the volume of papers filed, develop an office outline for subject files, organize and standardize case files, identify and segregate temporary papers, simplify the arrangement of technical reference papers, and select the right equipment and supplies for the files.

Employees at any grade level responsible for organizing, arranging, or maintaining official Agency files are eligible to attend.

Nominations should be in ETB no later than 6 November.

DIRECTIVES  
IMPROVEMENT

This course, conducted by GSA from 1-2 December, is designed to enhance the responsiveness of agencies to executive decisions by: improving communication of policies, decisions, and instructions; setting up or revising and administering directive systems which provide timely, effective, and economical communications; developing a common understanding of the nature, importance, and limitations of written communications; and making better use of directives systems. Among the matters to be covered are management responsibilities and needs in written communications, basic theory and practical application of planning, organizing, writing, illustrating and editing directives.

Any management official is eligible to attend who either originates directives, or manages or operates directive systems.

Deadline for nomination is 9 November.

ADVANCED  
SEMINAR  
IN  
ADP  
AND  
FINANCIAL  
MANAGEMENT

This seminar, conducted by the Civil Service Commission, is scheduled for 26-29 April 1965. It is designed to explore the various systems approaches involved in implementing the decision to automate financial functions. Emphasis will be given to a study of the logical sequence of steps involved in automating, developing the systems design, installing the system, controlling and evaluating the system, and other pertinent considerations. This program will build upon the material presented in the 2-day Introduction to ADP in Financial Management and will focus on the discussion of actual case histories.

Accountants, budget officers, and others in the financial management field, GS-12 through GS-15, are eligible for nomination.

Nominations should be in ETB no later than 15 March 1965.

INSTITUTE  
FOR  
EXECUTIVES  
IN  
SCIENTIFIC  
PROGRAMS:  
SCIENCE  
AND  
GOVERNMENT  
POLICY

This institute, conducted by the Civil Service Commission on 1-5 March and 24-28 May, is designed to offer scientists and key administrators in responsible research, development, and executive positions of scientific organizations an opportunity to explore important concepts and issues pertaining to the organization and administration of scientific and related activities of the Federal Government. The institute will include such topics as the criteria for choice among scientific programs, the economics of fiscal policy and the budget for science, technological innovation as an element of economic growth, scientific manpower as a problem of national policy, the role of higher management in scientific program decisions, science in world affairs, and the organization of the scientific activities of the Federal Government.

Participation is limited to scientists and science administrators, GS-15 and above. Nominations should be in ETB five weeks in advance of the course.

SENIOR  
SEMINAR  
IN THE  
MANAGEMENT  
SCIENCES

This seminar, conducted by the Civil Service Commission on 14-18 December and 5-9 April, provides an opportunity for Government executives to obtain information, develop ideas, and exchange views on effective uses of the management sciences. Topics presented and

discussed will focus on matters of concern to top management. Within the context of modern management philosophy, the executive must be informed of new developments in science that affect the management job. The evolution of management philosophy will be examined and discussed as a backdrop to the presentation of information on automatic data processing, operations research, and the behavioral sciences.

Employees eligible for this seminar must be a GS-15 or above.

Nominations for the December seminar should be in ETB not later than 9 November; those for the April seminar, not later than 2 March.

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Basic (pt-100 hrs) - RSW - 3 phases - 10 wks each  
Inter. (pt-60 hrs) - RSW - 3 phases - 10 wks each

VOLUNTARY LANGUAGE TRAINING PROGRAM

Spring-Summer Semester (before and after hrs) 22 Mar 65 - 6 Aug 65

There is no schedule for the following courses. Instruction can be arranged, however, on request: Albanian, Bulgarian, Czech, Greek, Indonesian, Hungarian, Japanese, Lingala, Polish, Romanian, Serbo-Croatian, Swahili, Turkish, and Vietnamese. Call extension 3271 to schedule instruction.

OFF-CAMPUS PROGRAM

February - May 1965 Semester

(Registration 29 January and 1 February)

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