OFFICIAL ROUTING SLIP

TO	NAME AND ADDRESS	DATE	INITIALS
1	Director of Training Rm 1026, CoC Bldg		*signature*
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3	SA/CD		
4			
5	DT/c		
6			

ACTION		DIRECT REPLY		PREPARE REPLY
APPROVAL		DISPATCH		RECOMMENDATION
COMMENT		FILE		RETURN
CONCURRENCE		INFORMATION		SIGNATURE

Remarks:

The Executive Director rewrote the attachment "Organizational Support of Training". Also, he may have rewritten the other attachment. We have not compared the rewritten versions with the originals, but would appreciate your having someone do so and advise DD/S of the changes.

I understand these papers, together with the OP PDP, will be discussed at the 14 December Deputies' Meeting.

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FOLD HERE TO RETURN TO SENDER

FROM: NAME, ADDRESS AND PHONE NO.	DATE
Executive Officer to the DD/S Rm 7D18, Hqs	DEC 1972

☐ UNCLASSIFIED ☐ INTERNAL ☒ CONFIDENTIAL ☐ SECRET

ROUTING AND RECORD SHEET

SUBJECT: (Optional)				
Personnel Management and Development				Executive Registry 72-5054/6

FROM:		EXTENSION	NO.
Director of Training 1026 CofC		3245	DATE 1 7 NOV 1972

TO: (Officer designation, room number, and building)	DATE RECEIVED	DATE FORWARDED	OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)
1. DD/S 7-D-18 - Hqs.		24 Nov		1 to 3 - Bill: OTR has done a thorough job revising the two attached papers to include the suggestions you made in your memorandum of 6 October 1972 (ER 72-5054/4). The Director of Personnel has received copies.
2.				With your acceptance or approval of these documents, we will begin to implement the recommendations contained in "Organizational Support of Training" (Tab 2).
3. ExDir-Compt. 7-E-12 - Hqs.	11/24	12/1	WEC	
4. Deputy Director for Support Rm 7D18, Hqs				
5. Director of Training Rm 1026, CoC Bldg				25X1A
6.				
7.				Joh█████Coffey
8.				2 Atts: DD/S 72-4313 + 72-4312
9.	* However, pls arrange that they			
10.	be distributed to the DD's for			APPROVED as edited - *
11.	discussion at Deps Mtg together with the PDP currently being revised. (cc to MAG pls)			25X1A
				W. E. Colby Executive Director-Comptroller
12. DD/S 72-4313: Memo dtd 17 Nov 72 for Ex. Dir.- Compt., thru DD/S, fr DTR, subj: Personnel				Date: 1 Dec 72
13. Management and Development; w/Atts 1&2				DD/S Distribution: Orig RS - Adse #3, w/O Atts (To be returned to DTR via DD/S)
	DD/S 72-4312: Memo dtd 17 Nov 72 for Ex. Dir.-			1 - ER, w/cy of Atts
14. Compt. thru DD/S, fr DTR, subj: Role of Training in Personnel Management				1 - DD/S Subject, w/cy of Atts & Background
15.			done 12/6/72 p	1 - D/Pers, w/o Atts 1 - DD/S Chrono, w/o Atts

FORM 3-62 610 USE PREVIOUS EDITIONS ☐ SECRET ☐ CONFIDENTIAL ☐ INTERNAL USE ONLY ☐ UNCLASSIFIED

MEMORANDUM FOR: Executive Director-Comptroller

25X1A   THROUGH   : ██████ty Director for Support

SUBJECT   : ██████sonnel Management and Development

REFERENCE   : Memo to DD/S and DTR from ExDir-Compt
                       dtd 6 Oct 72, same subject

1. The two basic papers which we submitted earlier for use in conjunction with the Personnel Development Program have been revised in the light of comments and suggestions contained in the referent memorandum. The revised versions of both papers, "Use of Training in Personnel Management and Development" and "Organizational Support of Training" are attached.

2. With respect to subparagraph 2(e) of the referent memorandum, we continue to regard the Managerial Grid as an important, if not absolutely essential, prelude to the Midcareer Course. Your suggestion that Fundamentals of Supervision and Management might be more to the point is well taken, but in reality we are taking elements from this course and including them in the Midcareer Course itself. Consequently, it is our intention that students completing the Midcareer Course will, in fact, have experienced the training afforded by both the Grid and Fundamentals of Supervision and Management.

3. The Office of Training "Catalog of Courses" has just been published, but forthcoming revisions will contain changes comparable to those in the attachments to this memorandum.

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HUGH T. CUNNINGHAM
Director of Training

Atts

Cl By 1517
Ex2 IMPDET

ORGANIZATIONAL SUPPORT OF TRAINING

The projected implementation of the Personnel Development Program in combination with the OTR Profile of Courses presents the Agency with a unique opportunity for bringing its cumulative resources to bear on the question of organizational development. The effective implementation of the combined personnel and training plan depends without question upon whether or not it is reinforced by appropriate organizational authority and administrative mechanisms. Consequently, this paper discusses several significant aspects of this problem and recommends specific steps which the Office of Training believes are vital to the success of this entire undertaking.

A. Management Training for Executive Development

The Office of Training has taken a number of steps to strengthen and expand management training in the Agency. The Managerial Grid and the Fundamentals of Supervision and Management have been included in the core program of courses. Elements of management training, with particular emphasis on leadership principles and problem solving, have been incorporated in several other core courses. An intensive management training program, or leadership conference, for senior officers throughout the Agency is currently under development.

In addition, we believe there is merit in exploring the need for a management training course designed specifically for branch chiefs throughout the Agency. Recognizing the difficulty in developing a course pertinent to the operation of all branches in the Agency, and allowing for what is probably a wide disparity in the grade levels of "branch chiefs," there nevertheless is logic to the idea. The branch in many instances is the key organizational unit in terms of day-to-day operations in the Agency and is also, at least conjecturally, the level at which potential executives begin to emerge.

> Recommendation: That the Board of Visitors make recommendations with respect to a branch chief management training course, including content, attendance, etc.

B. Training Sanctions and Executive Development

We reacted negatively to suggestions earlier that officers failing to meet stipulated training requirements be denied promotions to certain grades. In our judgment, such sanctions would penalize many individuals for circumstances beyond their control.

On the other hand, we do believe that officers should not be assigned to responsibilities for which they are not properly prepared. The potential executive, in particular, ought to be given systematic training in his managerial capabilities. There are a number of training opportunities for these officers, but at the very least they should be trained in both the principles of leadership and their general application.

> Recommendation: That "first line" supervisors, i.e., officers in the GS-7/10 range, take the Managerial Grid (Phase I) and the Fundamentals of Supervision and Management preferably prior to and in no case later than six months after, assuming supervisory responsibilities. (Waivers would require ExDir approval.)

C. The Training Officer and the PDP

If training is to make significant contributions to personnel management and development, there needs to be increased realization throughout the Agency about training appropriate and available to achieve this goal. The new OTR Catalog should prove very helpful in this respect, but there are two supplemental considerations.

First, each Deputy Director should establish one or more training models or profiles appropriate to the long-term development of his personnel. OTR's Profile of Courses, as published in the Catalog, establishes a training model on an Agencywide basis, but the more specialized training needs of the several directorates must also be determined and projected. Consequently, we think OTR should work with individual and "grandfather" career services in developing specific training models to suit their purposes.

Second, continuing reliance on training as an instrument of personnel development requires that the Annual Personnel Plan become the focal point for planning training, as well as developmental assignments, for individual officers. Component training officers must be

involved fully in this effort. Unfortunately, many component training officers lack adequate knowledge both of their components' substantive work and of training opportunities, they have relatively junior status, function only part-time as training officers, and are regarded widely as processors of training requests. We believe the PDP should be an occasion for rectifying this condition.

Recommendations:

1. That a senior OTR officer, preferably from the Curriculum Council, and the Senior Training Officer of each Directorate be assigned to work within their areas of competence in developing career training models or profiles appropriate to their personnel.

2. That the Board of Visitors examine the role and influence of the component training officer in terms of grade level, membership on career service boards and panels, amount of time allocated to training responsibilities, and knowledge of both training opportunities and the component's substantive functions.
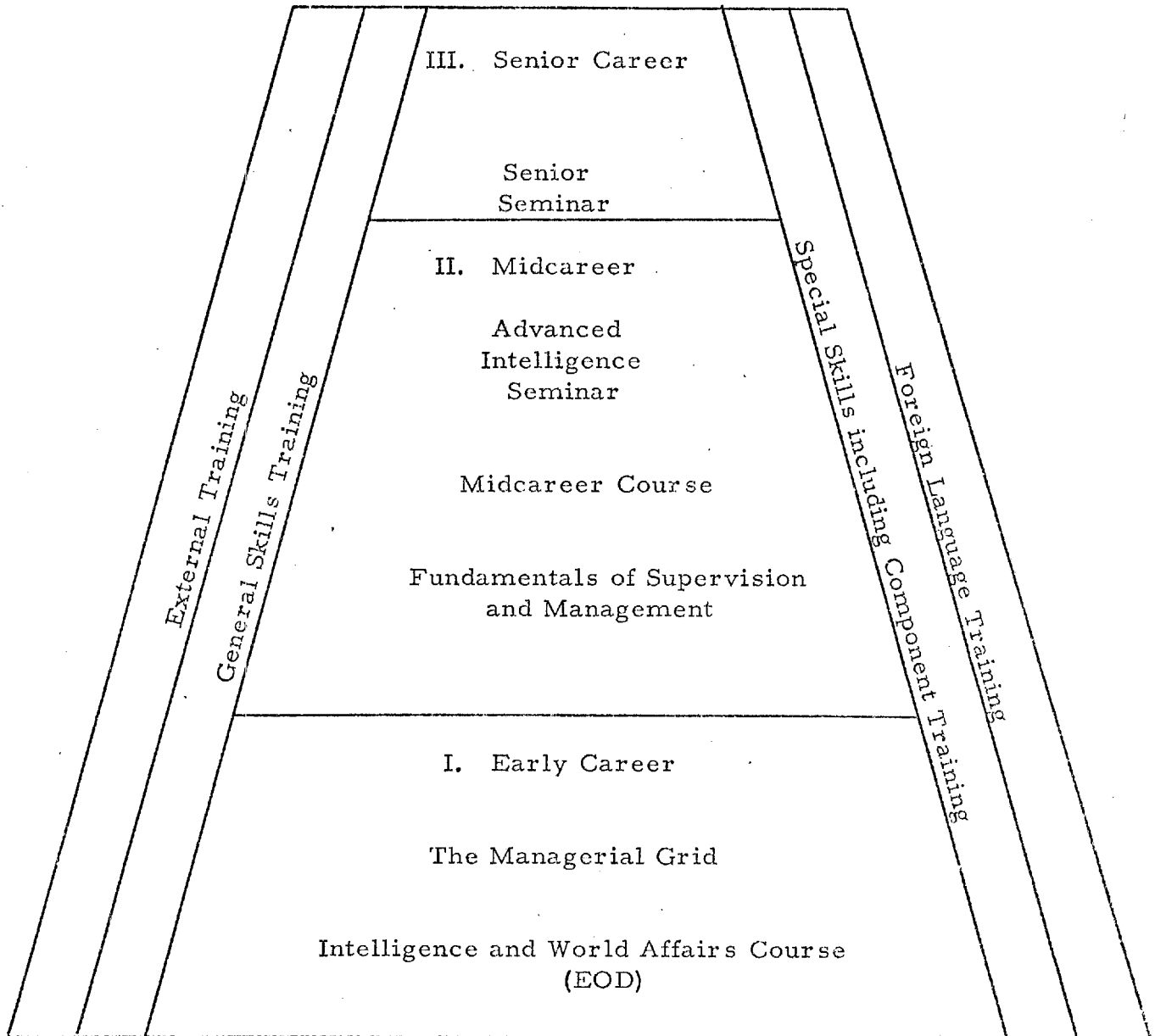
D. Training Requirements

In order for OTR to be able to plan appropriate training on a timely and scheduled basis for large numbers of employees, we have genuine need of a reasonably accurate forecast of training requirements. Our training projections for any given year generally reflect our operating experience in one or more past years.

Core courses should be scheduled one year in advance. Consequently, OTR needs reliable forecasting, backed by organizational discipline requiring individual officers to be made available for stipulated training on a planned basis. Without such forecasting, OTR cannot realistically plan the allocation of resources or adjustments in courses to meet organizational needs. For example, even though we have been advised to expect larger numbers of students in our core courses for FY 1974, we have at this point rather ill-defined contingency factors against which to plan.

Recommendation: That once the directorates have developed career training models for their personnel, nominations of specific individuals for particular courses become an integral part of the Annual Personnel Plan.

TAB

Profile of Courses

III. Senior Career

Senior
Seminar

II. Midcareer

Advanced
Intelligence
Seminar

Midcareer Course

Fundamentals of Supervision
and Management

I. Early Career

The Managerial Grid

Intelligence and World Affairs Course
(EOD)

External Training

General Skills Training

Special Skills including Component Training

Foreign Language Training

TRAINING FOR PROFESSIONAL DEVELOPMENT

TAB

APPENDIX B

The Core Program of Courses

I. Early Career

a. **Intelligence and World Affairs Course:** To be taken by all professional employees at the time of entry on duty or promotion to professional status. It is an introduction to the Agency and to the intelligence profession. Four weeks, full time.

b. **The Managerial Grid** (Phase I): For employees GS-07 and above with between one and three years' service in the Agency. It is an intensive, participatory learning experience which introduces management training into the employee's career, seeking to identify managerial styles and promote open communication. One week, full time.

II. Midcareer

a. **Fundamentals of Supervision and Management:** To be taken by "first line" supervisors immediately preceding, or at the time of, their appointments. The course concentrates on effective managerial behavior, emphasizing Communication, Motivation, Perception, Leadership, and Problem Solving/Decision Making. One week, full time.

b. **Midcareer Course:** To be taken by Agency officers at the GS-12/13 level, age 30-40 years, with approximately 5-10 years' service. The course enables experienced officers to widen their knowledge and understanding of the Agency and the intelligence profession. Officers who have not previously taken the Managerial Grid do so as the first week of this course. Five weeks, full-time (not including the Grid).

c. **Advanced Intelligence Seminar:** To be taken by middle and senior grade officers from throughout the Agency, GS-13/15 level, allowing for at least a three-year interval following enrollment in the Midcareer Course. The seminar emphasizes current factors affecting the Agency's role, key functions, and effectiveness. It provides opportunity for in-depth dialogue among participants and high-level guest speakers from inside and outside the Agency. Three weeks, full time.

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III.   Senior Career

The Senior Seminar: Primarily for officers at the GS-16 level or
higher, although GS-15 officers may be selected. The seminar provides
to officers in highly responsible positions an opportunity for critical
examination of major developments and problems in the fields of intelli-
gence, foreign affairs, and management. It draws extensively on experts
from government, academic life, research organizations, and journalism.
Much of the learning is derived from the interaction of the participating
officers. Nine weeks, full time.

USE OF TRAINING IN PERSONNEL MANAGEMENT AND DEVELOPMENT

This document has been compiled for implementation of the comprehensive personnel management program prescribed by the Executive Director-Comptroller and the Deputy Directors. It provides personnel planners with succinct, systematic guidance about training opportunities appropriate for the development of Agency personnel, from time of initial employment to the senior stages of their careers.

It is recommended that each Deputy Director develop long-term career training profiles or models for each major group of functional specialists within his jurisdiction while at the same time identifying and developing future managers on a planned basis. In doing so, the following six categories of training should be reviewed most carefully to assure that training which is undertaken to satisfy immediate functional needs takes place within the context of long-term career planning and organizational development.

A.   Categories of Training

1. **The Core Program of Courses:** a group of six courses around which all other training should be planned; their purpose is to provide officers with background, perspective, and updating as part of their professional growth. Designed for officers of all Directorates and Independent Offices, these courses focus on Agency activities, problems, and managerial factors; the intelligence community; U. S. foreign policy; international and domestic matters affecting foreign policy and intelligence activities. Brief descriptions of these courses and the points in an officer's career at which they should be taken are provided in Appendix B.

2. **General Skills Training:** courses offered primarily by the Office of Training to train personnel in skills susceptible of application throughout the Agency; to be taken whenever a specific skill is required by a particular assignment, they include courses in supervisory, managerial, communication, information science, clerical, and other skills transcending the needs of one Directorate or component.

3. **Special Skills Training:** courses offered by the Office of Training which relate to skills ordinarily required by personnel assigned functions

within a particular Directorate or field of expertise; they include, for example, training courses in collection, support, and production of intelligence.

4. Component Training: specialized programs or courses offered by specific components, ordinarily for their own personnel but in some cases for other Agency personnel as well. They tend to be less well known than other training opportunities because of organizational compartmentation but in many instances offer distinct opportunities for enhancing the qualifications of officers whose careers sometimes require highly specialized knowledge and skills.

5. External Training: this category consists of Agency-sponsored training, full- and part-time, at non-Agency institutions and installations when in the judgment of Agency officials such training is needed but not available within the organization. Included in this category are academic programs, Federal institutes, management schools and programs, the senior service schools, and training activities conducted by military, commercial, and industrial facilities.

6. Foreign Language Training: these are programs conducted or arranged by the Office of Training on a full- or part-time basis, within or outside the Agency. Officers regularly assigned duties involving foreign language competence should achieve the career goals of speaking and reading at least one "world" language at the intermediate level or better and speaking and reading (with some exceptions) at least one "restricted" language at the intermediate level or better. The "world" languages are those which will be useful on several different assignments over a career, e.g., French, Spanish, German, Russian, and Chinese. A "restricted" language is one likely to be of value in one country or assignment.

The amount of study time required to reach the goals depends, of course, on a number of factors, including an individual's aptitude, language proficiency at EOD, opportunity for using the language, and its degree of difficulty.

The "world" language competence should be maintained at all times, although the "restricted" language capability does not necessarily have to be retained following completion of the assignment in which it was

- 3 -

required. The Office of Personnel maintains responsibility for assuring that the Language Control Register is current, while the Office of Training has responsibility for conducting the foreign language testing program.

B. OTR Catalog of Courses

The concept and method of planning long-term training of personnel is given more comprehensive, as well as more detailed, explanation in OTR's "Catalog of Courses," which classifies and describes individual courses within the basic categories described above. This Catalog provides complete information about Agency training programs. It is revised whenever necessary to maintain currency. In addition, representatives of the Office of Training are available for consultation to assist career services in developing long-term training models for their personnel and in planning training packages for individual officers as well.

The intent of this concept, and of the services offered, is to enable the Agency to make maximum use of training resources and to relate training more systematically and precisely to both personal and organizational development.

Appendices: A - Profile of Courses
             B - The Core Program of Courses

ROUTING AND RECORD SHEET

SUBJECT: (Optional)				
Role of Training in Personnel Management				

FROM: DTR 1026 C of C			EXTENSION 3245	NO.

DATE   **17 NOV 1972**

TO: (Officer designation, room number, and building)	DATE		OFFICER'S INITIALS	COMMENTS (Number each comment to show from whom to whom. Draw a line across column after each comment.)
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J 7 NOV 1972

MEMORANDUM FOR : Executive Director-Comptroller

THROUGH : Deputy Director for Support

SUBJECT : Role of Training in Personnel Management

REFERENCES : (a) Memo to ExDir-Compt from MAG, same
subject, dtd 11 Oct 72 (ER 72-5461)
(b) Memo to DD/S and DTR from ExDir-Compt,
Subj: Personnel Management and Development,
dtd 6 Oct 72 (ER 72-5054/4)
(c) Memo to DD/S from DTR, Subj: Training Phase
of the PMMP, dtd 19 Sep 72 (DTR 7923)
(d) Memo to ExDir-Compt from DTR, Subj: Training
and Career Development, dtd 17 Apr 72 (DTR 7403)

1. The analyses and recommendations submitted to you by the
Management Advisory Group [Reference (a)] and the Office of Training
[References (c) and (d)] are remarkably similar and certainly in full
agreement on the basic question involved, i. e., the need for increased
reliance on training as an instrument of career management and organiza-
tional development.

2. Paragraph I of MAG memorandum does, I think, overstate the
case and does not take sufficient account of the Agency's extensive use of
existing training opportunities; the degree of dialogue and active coopera-
tion between OTR and other components in developing new training programs
and modifying existing ones; the institution of new offerings in information
science, systems analysis, management and budgeting, and use of the
computer by the "consumer"; and the introduction of new analytic metho-
dologies in several of our general training courses.

3. Nevertheless, the differences between the MAG and OTR views
are a question of degree only. There is no doubt that much more needs
to be done in these areas and we believe the Board of Visitors can make
a major contribution to this effort. In a practical sense, OTR can heartily
endorse virtually all of the specific recommendations made in the MAG
paper, recognizing that they offer some refinements and additions to OTR's
own proposals made in References (c) and (d).

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4. Comments on specific MAG recommendations follow:

II. The Role of the Training Officer

A. <u>The directorate (senior) training officer should be an OTR careerist.</u> We agree basically, noting only that the critical criterion for selection to this position is a combination of intimate knowledge of the substantive work of the directorate and of training opportunities. Conceivably, this could be satisfied by an officer from the directorate <u>or</u> from OTR. Generally, this criterion has not been met. MAG also recommends that the senior training officer be assigned to the administrative staff of the directorate; this has been standard practice in all four directorates.

B. <u>Component training officers should be slotted at their respective administrative staff levels.</u> This, too, is pretty standard practice. The real issue is addressed in the next recommendation.

C. <u>TO's should be encouraged actively to fulfill their training roles, even when this is collateral</u> (to other duties). More properly, TO's should be charged with specific responsibility for evaluating the training needs of their components, of individuals assigned to their components, and for recommending specific training experiences for individual employees as an integral part of the component's management of its personnel.

D. <u>OTR should develop a training program for TO's</u> (with the latter required to attend). Agree. Our present one-day briefing for TO's, given annually for all and on an <u>ad hoc</u> basis for new TO's, is not adequate.

E. <u>Regular meetings (at least quarterly) should be held between component supervisors/TO's and OTR representatives.</u> An interesting recommendation which deserves greater thought, especially in the light of the relationship and relative responsibilities among the Board of Visitors, senior training officers, and OTR, as well as of the mechanisms by which data concerning training needs and achievements should be compiled and analyzed.

III. Management Role

A. <u>Mandatory component training policies should be established.</u> OTR already has submitted extensive comments and specific recommendations about the use of sanctions in relation to training. Stated briefly, we see the need for prohibitions against assigning personnel to jobs for which they are not properly qualified due to the lack of stipulated experience and/or

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training. Establishing such stipulations is primarily a personnel manage-
ment responsibility, but consultation with training officials is of course
essential and, to that end, we already have recommended that there be
joint effort between component and OTR representatives to compile career
training profiles peculiar to the needs of each of the directorates and
their sub-units.

B. Implementation of recommendations on selection, utili-
zation, and training of TO's. Agree.

C. Supervisors, in conjunction with TO's should be specifi-
cally charged with disseminating information on training opportunities on a
regular basis. Agree, but even more saliently, supervisors should be
charged with incorporating training plans into their personnel management
responsibilities, particularly at the time of assignments, reassignments, and
promotional reviews.

IV. OTR's Role

A. Develop TO training course outline. Agree.

B. Expand present capacity for course and curriculum
development and evaluation. OTR has been expanding its capability for course
and curriculum development through the establishment of the Curriculum
Council, the appointment of a special assistant for curriculum development,
and greater utilization of our instructor training staff in behalf of other
Agency components. No doubt, more needs to be done in this field. In
recent months, however, OTR has been very actively involved in working
with representatives of other components in the development or redesign of
training programs. We have worked with the Office of Communications to
develop and conduct courses in supervision and writing at the ███████ **25X1A**
Communications School; with the Technical Services Division of the Clandes-
tine Service to provide operations familiarization for its personnel; with
SIPS to help design a new budgeting course; with the National Photographic
Interpretation Center and the Imagery Analysis Service to redesign the
Intelligence Research Techniques Course to meet their particular needs;
to satisfy a requirement from the Office of Personnel to introduce coverage
of the alcoholic abuse program into our courses for supervisory personnel;
to cooperate with the Agency Equal Employment Opportunity Officer by intro-
ducing coverage of this subject in selected OTR courses; and, above all, at
the direction of the Executive Director-Comptroller and Deputy Director for
Support, to expand our management training program to meet the Agency's
needs at virtually all levels of command responsibility.

At the same time, OTR has assumed from the Defense
Intelligence School responsibility for administering and conducting

Information Science training within the Intelligence Community and has worked with the Bureau of Narcotics and Dangerous Drugs of the Department of Justice in developing and presenting a comprehensive training program in the field of international narcotics control. These expanded activities have taken place despite a generally contracting situation in terms of OTR's personnel and budgetary resources.

C. Expand the dialogue with component chiefs and TO's to keep abreast of changing Agency needs. As indicated above, much of this is being done already, but we also expect the newly-established Board of Visitors to play a major role in identifying significant new Agency training needs and communicating these to OTR.

D. Use of regulatory power giving OTR the right to sign off on Agency training expenditures (meaning external training primarily). The Board of Visitors, in consultation with the Director of Training, is expected to review the appropriateness of various external training opportunities for Agency personnel and to advise the Deputy Directors and Heads of Career Services which of these best contribute to the systematic development of promising officers. In particular, it is anticipated that enrollment of Agency officers in the senior service schools and in external management training programs will be examined more carefully.

E. Maximum exploitation of OTR's control of the Information Science Center to educate appropriate elements of the Agency in the diverse applications of information science and computer technology. Keeping in mind that this responsibility relates not only to the Agency but to the Intelligence Community as a whole, we feel that significant results have been achieved in this area. OTR now offers three courses, ranging from one to four weeks in duration, devoted exclusively to this subject and designed for officers at the GS-09 level and above. In addition, general coverage of this subject has been included in our Midcareer Course, Senior Seminar, and Intelligence Production Course. We believe that OTR is providing as much of this training as practicable under the limitations imposed by existing resources.

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HUGH T. CUNNINGHAM
Director of Training

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