

Deputy Director of Training
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8 May 1972

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In a sense these are marching orders. The plans outlined in this paper for expansion of management coverage in core courses or as independent packages of training that can be made available to officers who do not take core courses should be coordinated with the Support School. The DTR wishes to be kept informed of your plans to implement these concepts. Please keep us informed by special memoranda or in your weekly reports.

If you have any questions please see the SA/CD or me.

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05 MAY 1972

MEMORANDUM FOR: Executive Director-Comptroller

SUBJECT : Management Training and Leadership Development

REFERENCES : (a) Memo dtd 17 Apr 72 to ExDir-Compt from DTR, subject: "Training and Career Development"
(b) Memo dtd 14 Jan 72 to DTR from ExDir-Compt Designee, subject: "Management Training"
(c) Memo dtd 3 Jan 72 to ExDir-Compt Designee from DTR, subject: "Management Training"

1. We have provided in Reference (a) our views concerning the relationship between training in general and career development in the Agency. This supplement to that paper focuses more specifically on the management training we believe ought to be incorporated into the core program of training courses at the initial, middle, and senior levels of executive development.

2. The remarks that follow are geared to the observations you made in Reference (b).

a. Comment: "We have indeed exposed a lot of our officers to management training, as indicated by Attachment B. However, I am somewhat concerned at the disproportionate use these courses have had among the various directorates. As we discussed, could we better integrate our management training into a standard track of courses so that it becomes an element of institutional development of managers rather than a separate course that attracts and trains people more or less independently of their responsibilities and careers? In other words, don't we need fewer courses rather than more, focused more clearly at a particular level of career development?"

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Response: It is quite true that Directorates have made disproportionate use of management training courses. There are many reasons for this, including cover problems (in the case of external programs) and the relatively greater attention given to intelligence skills training than to management training, especially by the Clandestine Service. But we can, and fully intend to, integrate management training into the standard or core program of courses, i. e., Intelligence and World Affairs, Midcareer, and Senior Seminar. The Advanced Intelligence Seminar may not lend itself to this approach because of its focus on matters of an essentially external nature and its brevity (three weeks).

As indicated in Reference (a), however, only limited numbers of officers can be accommodated in core courses, particularly at the midcareer and senior levels, in view of their present nature and the resources available to conduct them. Essential management training can be provided to larger numbers of officers, should the Agency require it, by our developing a package which can be offered as part of the core course as well as independently. We regard this as the only practicable way of providing requisite management training without undermining the established quality of the core courses which include other subject-matter pertinent to professional development.

A dual approach such as this is likely to be even more viable in the event sanctions were imposed against an officer's assuming specified managerial duties without having had appropriate management training. In many instances, enrollment in a one to two-week course would be more feasible than in a six-week (Midcareer) or nine-week (Senior Seminar) program.

b. **Comment:** "We need some conscious exposure to leadership principles and techniques, as well as to management control mechanics (including but by no means limited to ADP), and the very good work you have developed on management planning."

Response: We anticipate providing systematic exposure to these elements throughout the core ladder system. Beginning at the junior or entering level in July 1972, we plan to introduce into the Intelligence and World Affairs Course a program which will

delineate the individual skills and techniques needed in intelligence careers; introduce the class to the computer, its use, and the responsibility of the individual officer to the records system in the Agency as well as describe the techniques for organizing and handling one's own work flow. This coverage will be in addition to that concerning intelligence organization and processes in a broad sense. The introduction of leadership principles and techniques at this stage would be premature, we think, because of a general absence of supervisory responsibilities in this group and lack of opportunity to demonstrate leadership potential within an Agency context.

Also at the junior level, Career Trainees and new officers in the Clandestine Service receive training in how to support and use the CS records system. CTs and selected junior officers in the Intelligence Production Course are given in-depth training on the processing and management of intelligence information, and are introduced to analytic techniques (Delphi and Bayesian) pertinent to functions in the Directorate for Intelligence.

Still at this level, we are recommending the Managerial Grid for officers with some on-the-job experience, but less than five years in the Agency. This course, as you know, is concerned with the identification of leadership and managerial styles and the essentials of effective teamwork; it also provides opportunity for the employee to evaluate himself in this context and to develop his own leadership potential.

At the midcareer level, we intend to phase out the Managerial Grid as part of the Midcareer Course and to substitute at least a one-week program specifically geared to managerial techniques. While this will take time to develop and perfect, we expect to treat planning and problem-solving; elements of management science—systems analysis, operations research, information systems, and computer applications; Agency problems and approaches to solutions. Developing experience with the Information Science Center and its training potential also will be drawn upon in this connection. Our present course in "Fundamentals of Supervision and Management" will be modified to conform to the above program and, in effect, will become a dual purpose management training package to be given as part of the Midcareer Course or independently. The present

emphasis of this course is on getting the job done through other— leadership principles, motivation, communication, and group dynamics. Our intention is to preserve several aspects of this program for incorporation into the dual purpose package.

In addition to this training, we also offer to officers at this level, although not as part of the core program, specialized workshops on Performance Appraisal and on Planning and Control of Work.

At the senior level, we expect to take a twofold approach. The first, as part of the core Senior Seminar, would include a major segment addressing principles of decision-making and policy-making; advanced applications of management science; up-dated principles of leadership and the implications of research into organizational behavior; and specific Agency problems. The first running of this seminar in the Fall of 1971 included a brief segment of management training which was refined and expanded in the second or present running to a full week's treatment of "The Senior Officer as Manager." Further experimentation and refinement will be needed to achieve our aspirations in this phase of the Seminar.

Additionally, it would seem appropriate to provide our most senior officers with a refresher on management concepts and to follow this with a conference conducted by you, or whomever you might designate, geared to the specifics you wish to see emphasized in subsequent managerial behavior. The refresher probably should be designed and conducted by a prominent consultant so as to endow the subject-matter with the necessary ingredient of objective authority. This effort could profitably include a tailored reading program, a series of guest speakers, and problem-solving seminars of a strictly internal nature.

c. Comment: "At the bottom of page 5, a fact: Since we have sent all of about twenty people to the DIA Center, I hardly think this satisfies our requirements of training in information science. We obviously have a problem of increasing our comprehension of this "language" among our personnel. I would be interested in your views on how this might be done."

Response: We plan, as indicated above, to include elements of this subject-matter in both the Midcareer Course management training package and in the Senior Seminar. Once administrative problems associated with the Agency's assumption of responsibility for the Center are settled, we very likely will be able to offer in-depth training in this field to Agency personnel who need it.

3. Finally, with regard to the question of sanctions, the Office of Training will make every effort possible to accommodate officers who require appropriate management training at the several levels of executive development. We do believe, however, that until operating needs at various managerial levels in the Agency are more clearly defined than at present, and until training packages can be fully developed and validated in relation to established needs, the imposition of sanctions is not advisable. Exposure of officers to management theories and techniques will not automatically satisfy the particular needs of the Agency; we have to be sure which ones are relevant and that we are offering the right training to meet the need before resorting to sanctions. I would suggest, therefore, that an orderly approach to the problem would include the following steps:

- a. First, an analysis of the Agency's management needs, with strong guidance from the top to resolve the considerable disparities of view among directorates and offices as to who needs management training, how much, of what kind, and at what stage.
- b. Translation of this analysis into action with respect both to devising appropriate training and to developing a workable method of career planning.
- c. Application of sanctions not to the individual employee but to the filling of identified management positions (beginning, in my view, at the level of branch chief). That is to say that it would probably be both unfair and unworkable to make promotions contingent upon fulfilling certain criteria such as satisfactory completion of certain courses. Not all our rising employees are managers, or want to be, or should be. But it ought to be possible to make appointment to certain jobs

contingent upon fulfilling such criteria. Any such system would require very thorough policing, both within the directorates and from above, and we would all have to feel our way slowly and carefully over the new ground we would then be traversing.

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