

Approved For Release 2000/04/17 : CIA-RDP78-06210A000200030028-9

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20 January 1972

MEMORANDUM FOR: Chief, Operations Training Group, [REDACTED]

SUBJECT: Final Critique of the Basic Operations Course.

REFERENCE: Your Memorandum, Subject: Basic Operations Training, dated: September 1971.

1. This critique is submitted with the intent to constructively criticize the Basic Operations Course and to identify exercises and individuals considered to have directly contributed to meeting the objectives cited in the referent memorandum. In general it is felt that these requirements were met, in my case, satisfactorily.

2. Two factors relating to the course are considered significant and worthy of comment. The first item concerns the student learning process and is the more difficult to resolve. The value (Learning) to the student of each exercise is directly related to the competence and performance of the individual instructors involved. On several occasions (or [REDACTED])

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[REDACTED] effort was exerted by the instructor both in the problem and in the critique and as a result I benefited significantly. This was not always the case, however, with other exercises and instructors. In varying degree other instructors demonstrated less enthusiasm, concern and effort toward meeting the given needs (Training) of the student. Improving in this area of the training is, of course, difficult at best. It does appear that the instructors with current field experience tend to usually perform above those with antiquated experience.

3. The second principal area of concern to me regards student initiative and performance in exercises. In short, the exercises appeared to be so structured to a school scenario to provide for standardization for evaluation purposes that the students use of individual initiative was deterred. It is recommended that consideration be given to allowing the problem to progress, within reason, in response to the students performance-be it good or bad. Emphasis should not be placed on grading the student with regard to his classmates but rather to allow him to experience as many aspects of the business as possible.

4. In general the lecture presentations were effective as a learning mechanism. Several Instructors and guest lecturers were noted to be weak in public speaking techniques. Greater emphasis and time should be allocated for small group seminars on such topics as reporting. The following lectures were noted as being below average and lengthy: [REDACTED] Briefing, Introduction to Sketching, Staff Operations Cases, and [REDACTED]. Of the numerous lectures considered above average [REDACTED] presentation on the Poligraph stood out on the top.

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5. With regard to the mechanics of the student work load, the following is recommended: More time should be given in exercises for the student to work with the agent and proportionally less time to the mindless busy work of heavy reporting. Along with this on the spot problems should be introduced into the problems with regard to agent handling. Toward the end of the [REDACTED] exercise the reporting reached a point of becoming mere busy work and not really a form of training for the student.

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6. I believe that adequate and appropriate time was allocated for reporting and tradecraft. The former was supplemented quite well by the evening work of Messrs. [REDACTED]. The Tradecraft notebooks used in the course need revision. The Agent Training Notebooks exposed to the class appear to offer a good starting reference for this revision. There seemed to be an excess of time devoted to technical training to the point where it would almost appear that TSD was desperately selling goods on a daily basis. In connection with time allocation, it is recommended that each Area Division be encouraged to come down and make individual presentations along the lines of the SB and CO briefings. The experiment in taking the class to Headquarters proved to be successful and it is recommended that this procedure be continued.

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7. In chronological order the following exercises were conducted and included are my observations on each:

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[REDACTED] This was a good initial exercise no changes are recommended.

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[REDACTED] This exercise was a good learning experience but is considered to dwell on surveillance in a small confined area to the extent where security becomes threatened. More time should be allocated to classroom instruction on the criteria for a good site ect. The tradecraft notebooks are not, by themselves, sufficient in providing this instruction.

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[REDACTED]: This exercise is considered excellent (Again due in a large part to the instructor involved) and should be retained intact.

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[REDACTED]: See previous comments. This exercise was hindered by the obvious concern to remain exactly with the school scenario. The exercise did stand out in my mind because of the opportunity to work with an agent over an extended period of time and to experience realistic problems in handling and relations. The script should be altered to change the basic theme (As it is well known by the students beforehand) and to an extent where individual problems will vary among the students (ie. Several diff-

erent scenarios providing the same type of information on different subjects etc.).

25X1A2g [REDACTED] Excellent, no change is recommended.

25X1A2g [REDACTED] This exercise was excellent in providing training both in agent relations and [REDACTED]
25X1A14a The exercise did appear to be somewhat unrealistic due to the absence of attention paid by the exercise Headquarters. The follow-up exercise [REDACTED] supplemented this training well and both are considered valuable.

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25X1A2g [REDACTED] This exercise offers the potential of being an outstanding training device. The exercise should include women (More women) and should be so structured so that less students are targeted against a given instructor. This exercise should be expanded and be given on several occasions throughout the running of the course.

25X1A2g [REDACTED]: These are both required and are considered satisfactory.

8. In sum the course was effective in meeting my training needs as outlined in the Course Objectives. The majority of my criticism centers on administrative matters. It is fully realized that the course must be administered so as to provide for a comprehensive evaluation of the student's abilities and is, therefore, limited in the flexibility it allows in exercise scenarios. As a final comment I wish to commend [REDACTED] for the obvious effort and time exerted in actively and consistently coordinating and monitoring the conduct of the [REDACTED]

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