5 January 1977

REPORT OF OTR TASK FORCE

ON

CRITICAL AGENCY TRAINING NEEDS

Chairman

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CONTENTS

1. Summary of Findings

The OTR task force collated and analyzed the written and oral responses to nine categories of comprehensive questions on OTR training programs (Attachment 1). Approximately 40 Office, Staff, and Area Division Chiefs or, in some instances, their representatives were interviewed. Their responses represent the views of about 100 senior Agency officers (Attachment 2). The following is a summary of findings:

--There is general endorsement of OTR training. In fact, an overwhelming majority of respondents ask for more offerings of already oversubscribed courses (e.g., Midcareer, Managerial Grid, writing and briefing) in order to accommodate their components' training requirements in these areas.

--General criticism focuses on enrollment restrictions such as Directorate quotas, course quotas, and grade prerequisites. For example, certain components in the DDI find grade-range prerequisites for courses in the management area low for their first-line supervisors, while some in the DDO find them too high.

--The most "useful" and "critical" categories of training for all Directorates except the DDO are Management, Administration and Clerical Training, and General "Overview" or Orientation courses. In the DDO the major concern is Operations Training followed by Management and Foreign Language Training.

--All Directorates are quite satisfied with the Language Learning Center's foreign language speaking classes, but suggest improvements are warranted in the foreign language reading instruction.

--Information Science (IS) ranks last both as a "useful" or "critical" training program. Interviewees appear least informed on IS courses, however, often confusing them with Office of Data Processing (ODP) courses. Those commenting on the IS courses feel that course objectives are not consistent with their training requirements in this area.

1

--Almost all respondents ask OTR to institute a
  good clerical orientation course for new employees
  and to reinstitute typing and shorthand classes.

--Similarly, a more comprehensive program in
  communications skills (writing and briefing) is
  desired by most components.

--OTR, component or on-the-job, and external training
  are all necessary and complementary options
  according to those interviewed.

2

2.   Task Force Recommendations

The OTR task force makes the following recommendations, based on interviewees' comments and data analysis of completed questionnaires; these are exclusive of manpower and budgetary considerations:

--OTR should concentrate its resources on areas of common concern and on CIA-specific training unavailable elsewhere. The variety of courses should be decreased and course offerings in "critical" areas increased.

--Greater emphasis should be placed on providing training tailored to the specific needs of individual components, primarily in communications skills and management.

--Instead of disseminating unsolicited training advertisements on external training, OTR should circulate an in-house produced and evaluated information sheet on available external programs and courses.

--To increase its utility, the OTR Catalog of Courses should be redesigned to list courses by major category of training (e.g., Management, Operations) rather than alphabetical order. And within each category, the courses should be grouped to iden- tify if they are basic, mid-level, or advanced courses. Available external courses of proven value also should be included under each category.

--To increase Agency-wide training awareness, OTR should annually brief Office, Staff, and Area Division Chiefs of each Directorate on the specifics of current OTR programs.

--The Language Learning Center should maintain a record of clearable former Agency employees and others to teach and/or translate foreign languages. This list would be especially useful to the DDO

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3

--The Language Learning Center should conduct a study to determine if the extent of claimed need by Agency components for more training in reading is of sufficient magnitude to increase OTR offerings.

--The Information Science Center should reevaluate course objectives and content in coordination with analytical components in the DDI and the DDS&T.

--OTR should establish an orientation course for new clerical and other non-professional employees.

--If the intelligence production offices determine a need for formal training of new analysts, the new program should be conducted by a core of analyst-instructors on rotational assignment to OTR.

4

3. Training Awareness

a. The first goal of the questionnaire was to develop a statistical base from which the degree of Directorate awareness of OTR training programs could roughly be measured. To facilitate answering the question, the OTR programs were categorized:

> Management
> Operations
> Foreign Language
> Information Science
> Administration
> Clerical
> Communications Skills (Writing and Briefing)
> General "Overview"

Attached to each questionnaire was an information guide that included OTR courses, listing each of them under the appropriate program category. Task force data show that 42 percent of all respondents consider themselves as being aware of all areas of OTR training, 32 percent claim awareness of most OTR programs, and 23 percent cite knowledge primarily of training that is specifically applicable to their component's needs. A negligible 3 percent claim awareness of only a few courses. It is the view of the task force, however, that this apparent high degree of general awareness is not matched in many instances with equal knowledge of general content, objectives, and target audience of several areas, particularly communications skills, information science, and a few courses in management. The degree of training awareness in each Directorate*, expressed in percent**, is as follows:

Category	DDA	DDO	DDI	DDS&T
All Areas	29	40	56	50
Most of Them	71	13	33	25
Those Applicable to Component	0	40	11	25
Only a Few	0	7	0	0
None	0	0	0	0

*The DCI Area is not included in this report's data analysis because in an interview with its Senior Training Officer it was found that most of the DCI staff consists of senior personnel on rotation assignments whose training is primarily the responsibility of their parent component.

**Throughout this report, all percentages may not add to 100 because of rounding.

5

b.   Considering OTR training as a whole, 42 percent view the courses overall as generally meeting training requirements, and 51 percent feel the courses are useful in some areas but need improvement in others. Percentage distribution of these impressions by Directorate is as follows:

Category	DDA	DDO	DDI	DDS&T
Generally Meets Requirements	50	47	40	33
Useful, But...	37	53	50	56
Useful, But Not Essential	0	0	0	0
Prefer External, On-the-Job	12	0	10	11

Most of the comments relating to "Useful, But" are not of a sharply critical nature or imply a serious shortcoming. Rather they focus on refinement of course content, more courses tailored to claimed unique office needs, enrollment restrictions, and inadequate number of course offerings.

c.   As part of the training awareness section of the questionnaire, respondents were asked to identify which categories of OTR training are of most value to their component. Management and the general "overview" courses rank equally as being most useful. A percentage distribution Agency-wide is as follows:

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18 - Management
18 - General "Overview" or Orientation
14 - Communications Skills
12 - Clerical
11 - Foreign Language
10 - Operations (essentially DDO respondents)
 9 - Administration
 8 - Information Science
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Percentage distribution by Directorate is as follows:

Category	DDA	DDO	DDI	DDS&T
Management	20	13	21	17
General "Overview"	17	13	28	17
Communications Skills	17	9	14	17
Clerical	17	9	6	17
Foreign Language	0	20	14	10
Operations	3	28	0	5
Administration	14	6	3	10
Information Science	12	2	14	5

6

If the Management, Clerical and Administration categories are combined in the above Agency-wide percentage distribution of most useful training, the ranking of categories is virtually the same as the ranking shown in the concluding section of this report on CRITICAL TRAINING NEEDS.

4.   Management and Administrative Training

a.   In a broad sense, most respondents feel the management/administrative training program generally meets component requirements. A major criticism centers on difficulty in enrolling officers in courses at the time training is needed because of heavy enrollment backlog or because of grade restrictions. This demand for course enrollment tends to support the utility of OTR training in this area. Most interviewees recognize that management courses are generalized to serve all Agency components, and in this regard the courses are useful. Yet, a general desire is apparent for training that is tailored to what many components feel are needs unique to their office. It is also noted that as the GS grade of first-line supervisors and mid-level managers increases, greater use is made of external training.

b.   In addition to obtaining an overall view of management training, the task force attempted to determine the utility of this training at three levels: first-line supervisor, mid-level manager, and top-level manager.

c.   For first-line supervisor, 44 percent of the respondents say that training for this level generally meets requirements, and another 26 percent view the training as useful but needing improvement. The DDA has the highest favorable response (86 percent), with the other three Directorates grouped somewhat lower in the 33 percent - 44 percent range. Both the DDI (33 percent) and DDO (27 percent) have recurring comments that OTR courses are not applicable to their needs, and the DDI indicates considerable use of external or on-the-job training (22 percent). The percentage distribution of responses by Directorates is as follows:

Category	DDA	DDO	DDI	DDS&T
Generally Meets Requirements	86	40	33	37
Useful, But...	14	27	11	50
Useful, But Not Essential	0	6	0	13
Prefer External, On-the-Job	0	0	22	0
Not Applicable	0	27	33	0

7

d.   In the "Useful, But" item, there is a call for scheduling more offerings of Fundamentals of Supervision and Management, and the Supervisory Skills course to accommodate office needs. These basic courses, however, should give-- according to respondents--concentration on human behavior in an organization and administrative responsibilities with which a new supervisor is faced, including rights and procedures.   The Managerial Grid receives high marks, and several components urge "Don't drop the Grid."   All Directorates cite a strong need for training in writing and briefing. Component chiefs in the DDI note that their first-line supervisors are at the GS-15 level and that OTR courses are for lower levels and keyed for "different kinds of supervisors." In contrast, some DDO officers view the prerequisites as too high for their first-line supervisors. Also, the Grid and Management Seminar are regarded as very helpful in the DDI, but it is difficult to get people enrolled when these courses are needed the most.

e.   For mid-level managers, 49 percent of the respondents feel that OTR training generally meets requirements, and 27 percent consider the training to be useful but needing improvement. Again, the DDA has the highest favorable response (86 percent) and the DDI the lowest (29 percent). Also at the mid-level, both the DDO (21 percent) and the DDI (29 percent) have several respondents who feel OTR training is not applicable to component needs. Percentage distribution of responses by Directorate is as follows:

Category	DDA	DDO	DDI	DDS&T
Generally Meets Requirements	86	43	29	50
Useful, But...	14	29	29	37
Useful, But Not Essential	0	7	13	0
Prefer External, On-the-Job	0	0	1	0
Not Applicable	0	21	29	13

f.   In the "Useful, But" category, very few respondents could state clearly what kind of improvement is desirable. There is a general feeling that not much change is seen in the mid-level manager upon completion of training. Yet, there is a chorus for more offerings of courses to meet office demands. Although the Midcareer Course and Advanced Intelligence Seminar are not considered in OTR as management courses, they are frequently mentioned in this context by the components as very useful. As at the first-line super- visor level, several components urge that the Managerial Grid not be dropped, and several also feel that the Levinson Leadership Seminar would be excellent exposure at the mid- level.

8

g. For top-level managers, 48 percent of the respondents feel that OTR training generally meets requirements, and 28 percent view it as useful but needing improvement. The DDS&T has the highest favorable response (75 percent), and the DDI the lowest (33 percent). In the DDO, 27 percent indicate OTR training is not applicable to management needs, and 22 percent in the DDI view the training as useful but not essential. Percentage distribution of responses by Directorate is as follows:

Category	DDA	DDO	DDI	DDS&T
Generally Meets Requirements	57	40	33	75
Useful, But...	43	27	22	25
Useful, But Not Essential	0	6	22	0
Prefer External, On-the-Job	0	0	11	0
Not Applicable	0	27	11	0

h. Little was offered by respondents on how top-level management training could be improved. The prevailing theme is that limited pertinent training is available, and more of what is contained in the Levinson Leadership Seminar should be offered. The Levinson course is given almost unanimous high praise.

9

5. Clerical Training

a. The clerical category is separated from the rest of the management/administrative courses because of all the areas considered, clerical training consistently emerges as being of major concern. There is a universal demand or expression of need for improved typing and shorthand and additional indoctrination and/or orientation for new personnel. The emphasis is strong enough to raise the question in the mind of the task force as to whether the right people are being hired. But since this study is limited to training, the spectrum of hiring practices was not further explored in the interviews.

b. Only 43 percent of the respondents in all Directorates feel that clerical training generally meets requirements. Another 30 percent feel the training is useful but needs improvement. Within the DDI there is a 33 percent indication of on-the-job and external training and an additional 22 percent indication that current clerical training is not applicable to needs. The percentage distribution by Directorates is as follows:

Category	DDA	DDO	DDI	DDS&T
Generally Meets Requirements	43	40	33	50
Useful, But...	43	27	11	50
Useful, But Not Essential	0	7	0	0
Prefer External, On-the-Job	14	13	33	0
Not Applicable	0	13	22	0

c. In regard to typing and shorthand, such comments as "upgrading," "refresher," "inadequate," "improvement of skills," and "marginally skilled" are abundant. It should be pointed out that in the absence of courses at OTR in these fields at the present time, there is no handwringing in the Agency components; extensive use of external outlets is apparent. The prevailing view, however, is that it would be desirable if OTR resumed this form of training because it is convenient, probably less expensive, and OTR standards would conform more closely than those of external courses to Agency needs.

d. Interviewees are also vocal on the desirability of affording new clerical employees a better glimpse of CIA procedures, etiquette, familiarization, rules of the road,

10

general awareness of CIA purpose, and so forth. The main thrust is that without a basic familiarization, employees can embark on jobs without really knowing what they are doing and this can continue for months depending on the degree of receptivity and intuition of the individual employee.

6.   Operations Training

a.   Operations training obviously is of major interest in the Operations Directorate, and 72 percent of DDO respondents view available training as generally meeting requirements. Another 21 percent find it useful but needing improvement in some areas. Among the perceptive suggestions emerging from the interviews are the following:

--Operations training tends to neglect assessment aspects; whereas 75 percent of the emphasis is on the management of agents, only 25 percent is devoted to acquisition.

--In an era of increasing concern for human rights, a start could be made in ethical consideration in agent handling, a field thus far largely neglected.

--There is a growing need for increasing specialized denied area tradecraft which is becoming too complex for components to handle.

--The above fits in with another comment that some of the SE component training (now virtually exclusive) should be shared in the Senior Operations Course.

--Clerical personnel should be entitled (when recommended) to enter the Introduction to Operations course.

--More than one respondent noted that there is overemphasis in case officer training on technical aspects which is demeaning the essential HUMINT aspect of agent operations.

11

b.　More than half of those queried in all Directorates rarely use operations training. But for their limited needs they do complain about the quota system; there are too few spaces when they need a slot for a given course.

7.　Foreign Language Training

a.　OTR's part-time and full-time foreign language training is conducted in approximately 22 languages at several locations in the Headquarters area. The primary emphasis of all full-time and most part-time classes is on the spoken, rather than the written language. Course content is geared particularly for those scheduled for overseas assignment. Interviewees were asked to respond to three questions relating to foreign language training. The tabulated responses, in percent, appear below:

Does OTR's foreign language training program prepare those trained to satisfactorily fulfill their job requirements?

ALL DIRECTORATES		DDA	DDO	DDI	DDS&T
33	Generally Meets Requirements	43	47	12	11
33	Useful But...	14	20	63	44
7	Useful, But Not Essential	0	0	12	22
2	Prefer External, On-the-Job	0	7	0	0
25	Not Applicable	43	27	12	22

The most valuable type of language training for my component is:

ALL DIRECTORATES		DDA	DDO	DDI	DDS&T
33	Full-time	66	43	8	30
25	Part-time	17	14	31	40
13	Total Immersion	17	24	8	0
6	External Training	0	5	8	10
23	Headquarters Training	0	14	46	20

My suggestions for improving OTR's foreign language training program are:

12

ALL DIRECTORATES		DDA	DDO	DDI	DDS&T
63	No Change	100	54	71	43
20	Should Be Improved	0	18	28	28
0	Should Be Dropped	0	0	0	0
7	More Added	0	9	0	14
10	Should Modify	0	18	0	14

b. According to the responses on Questions one and three, DDO consumers, who are the prime users of the foreign language training programs, and DDA respondents generally are satisfied. External training is occasionally used in certain cases where security and cover requirements cannot be met by the Language Learning Center. However, those components utilizing the reading classes only, primarily in the DDI and DDS&T, suggest that present reading course offerings be increased and course content improved. Over 60 percent of those queried in the DDI and about 45 percent in the DDS&T find the courses "Useful But" and suggest modifications in the reading programs. Responses on Question three indicate that interviewees across all Directorates are generally satisfied with the speaking instruction they receive, but reiterate their requirement for better reading instruction especially in French, German, and Russian. Predictably, the most valuable kind of training (Question two) is full-time for the DDO and DDA and part-time for the DDS&T and DDI.

8. Information Science Training

a. Information Science (IS), the newest of OTR's programs, is conducted at the OTR Information Science Center (ISC). In general, Agency respondents are less familiar with the IS courses than with the older, more traditional OTR offerings, often confusing ISC and Office of Data Processing (ODP) courses, and making it difficult for the task force to sort out the actual source of training. Reaction to the IS program is mixed. Components which perform technical analysis (primarily within the DDI and DDS&T) find the IS courses too superficial, while components required to do little or no daily analysis find the IS courses rather abstract. When asked to indicate the "Most Useful" training categories, only 8 percent selected Information Science (see 3. TRAINING AWARENESS) and only 5 percent consider IS a "Critical" training area (see 12. CRITICAL TRAINING NEEDS).

13

b.　Three questions regarding IS training were included on the questionnaire. The tabulated responses, in percent, are shown below:

Is the Information Science program helpful to your component?

ALL DIRECTORATES		DDA	DDO	DDI	DDS&T
17	It generally meets our requirements.	0	12	22	37
17	It is useful in some areas but....	29	6	44	0
25	It is useful but not essential.	29	19	11	37
5	We prefer to use external training or to provide component and on-the-job training.	14	12	0	0
35	OTR training is not applicable to our needs.	29	50	22	25

Are graduates of the IS courses able to apply their computer and IS skills on the job?

ALL DIRECTORATES		DDA	DDO	DDI	DDS&T
33	Yes	57	20	44	30
17	No	0	13	22	30
50	Not Applicable	43	67	33	40

Suggestions for improving the ISC's courses are:

ALL DIRECTORATES		DDA	DDO	DDI	DDS&T
47	I recommend no changes.	50	100	22	40
20	___ should be improved.	17	0	33	20
7	___ should be dropped because	0	0	0	20
0	___ should be added because	0	0	0	0
27	___ should be modified in this way _____.	33	0	44	20

CONFIDENTIAL

14

c. Interviewees were instructed to select "Not
Applicable" (NA) if they were unfamiliar with an instructional
program, or if these courses were indeed NA to their component.
A greater number of interviewees chose NA for the IS questions
than for any of the other seven training categories. In
response to Question one, it should be noted that 35 percent
of those interviewed selected NA, and another 25 percent
marked "Useful, but not essential." The common impression
of the IS courses, stated in various ways, is that "the IS
course objectives are not consistent with my component's
training requirements in this area."

d. Of the four Directorates, the DDS&T is the most
satisfied with the ISC program. Thirty-seven percent of the
DDS&T interviewees feel the ISC program generally meets
their requirements, and 37 percent consider these courses
"Useful, but not essential." OTR Information Science training
is supplemented by external training in highly technical
areas. DDI analysts suggest the greatest number of course
content modifications, 44 percent selecting "It is Useful,
But...." The DDO does not utilize the IS program except for
specific job positions. Fifty percent of DDO respondents
selected NA. DDA reaction varied equally between "It is useful
in some areas but...." (29 percent), "Useful but not essential"
(29 percent), and NA (29 percent).

e. Of those who commented on Question two, approximately
twice as many found they could apply their IS skills as
could not, but 50 percent found this question NA and commented
they had little feedback in this area. Two interviewees
answered both yes and no.

f. Specific suggestions made in response to Question three,
are to improve the instruction in quantitative methods and
statistics, provide IS students with job-related intelligence
applications and utilize FORTRAN or APL instead of BASIC as
a programming language. The majority of those interviewed
comment that the most useful courses are System Dynamics,
Managers I, and Managers II. It is the interviewers'
impression that these courses are also the most well known.
Statistically, an equal percentage of interviewees ask for
modification or improvement (47 percent) as for no change
(47 percent) in the ISC curriculum. Seventy-seven percent
of DDI respondents suggest modifications and improvements.

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15

9. <u>Communications Skills Training</u>

a. The writing and briefing courses are widely touted as being useful, but the endorsements are punctuated by calls for many more offerings to meet component needs. Only 38 percent of the respondents feel their needs are met. The following percentage distribution by Directorate of the extent to which communications courses meet training needs demonstrates the general view that OTR should offer more courses:

Category	DDA	DDO	DDI	DDS&T
Generally Meets Requirements.	42	33	44	37
Useful, But....	29	33	44	50
Useful, But Not Essential	0	0	0	13
Prefer External On-the-Job	29	7	0	0
Not Applicable	0	27	11	0

b. Complaints generally focus on the difficulty of enrolling personnel in courses when the training is needed. Additionally, in the writing courses, some components feel the instruction does not meet needs peculiar to the office or that one cannot produce a writer in a two-week, part-time course. Yet, there is a general view that something has to be done to meet training requirements and short courses are better than nothing. Because of the enrollment backlog in OTR, some components (primarily in the DDA) use external training or have contracts with non-Agency instructors (DDI and DDS&T) to supplement training requirements. (The above tabulation reflects this fact under "Useful, But" rather than "Prefer External, On-the-Job.") About 27 percent of DDO respondents feel OTR courses are not applicable to their needs. A substantial portion of those interviewed in the DDI and DDS&T suggest courses be developed for technical writing (as well as technical briefing), organization and presentation of complex data, and writing long finished intelligence papers. These recommendations confirm that in some instances OTR courses are too general.

c. Throughout the interview process, it was apparent that some components are uncertain of the differences between <u>Effective Writing</u> and <u>Writing Better Reports</u>, and they tend to confuse one with the other. Components that have used the year-old <u>Intelligence Briefing/Conference Leadership</u> course assert that it has not maintained its initial high degree of effectiveness.

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10.   Intelligence Analysis Training

a.   Nine offices in the DDI and four in the DDS&T responded to the questions on intelligence analysis. Focus of comment was more on what kind of new training might be offered to analysts because OTR conducts only a limited number of courses that relate to the analytic function. Included in this small number are four information science courses, the Intelligence Process Course, and the advanced writing course titled Writing Better Reports.

b.   A prevailing view is that the most useful training for an analyst occurs on the job, in specialized component training or, occasionally, in external training. Reaction to what OTR does offer is mixed. Virtually all respondents claim the Intelligence Process Course is very useful as an overview that augments analytic capability, and 80 percent of the responding Offices send their analysts to the course. Several comment, however, that it should be shorter than five weeks. Views on the utility of the analyst-related courses in information science vary considerably. Although ten of the thirteen responding Offices send people to these courses, 50 percent of them comment negatively on their utility or level of sophistication. Yet, the other 50 percent view them as generally meeting training requirements. Writing was identified as an area of concern, and there was consensus that much more has to be done to improve the writing skill of analysts. Obviously, this is a product presentation problem rather than one of analysis. Yet, it is a key function of the analyst. Several of the production offices utilize both OTR and contract training in this area, one office has a component course, and only a few routinely use OTR exclusively.

c.   For those components which use OTR exclusively, training is considered satisfactory. The reason claimed for limited use of OTR (only four offices) is that its course is for a heterogeneous Agency audience and does not focus specifically on the writing needs of analysts. Another prevailing negative comment is that one cannot teach a person how to write in a two-week, part-time course.

d.   The task force request to recommend new training related to the analytic function produced a variety of ideas, but with no central theme surfacing:

17

> Logic
> Memory Improvement
> Semantics
> Taking Notes
> Analytic Approach to Writing
> Tailored Information Science
> War Gaming
> Problem Analysis
> Thinking Systematically
> Team Problem Solving
> Interdisciplinary Analysis

11. General Overview Courses

In the opinions concerning the general courses which contain the seminars and other "overview" courses series, 89 percent state that these offerings are generally useful and meet the needs of the components. Over 75 percent recommend no change in these courses. The most consistently praised and the one with which most respondents seem familiar, is the Midcareer Course. There is general awareness of all courses, however. Three quarters of the DDO personnel queried stress the essential nature of the relatively new course, International Economics for Operations Officers. The few specific recommendations emerging from various respondents--not purely individual suggestions--are the following:

--About 35 percent of the sampling, mostly DDO, feels that relevant overview courses should contain some coverage on legal advice. Most realize that in this period of extreme change in this field, as it relates to intelligence, that precedents have not been established nor doctrine formed, but it, nevertheless, is extremely important to convey to all levels some concept of legal constraints and pitfalls which are and will continue to have impact on most managers. There is no implication by respondents of trying to make everyone his own lawyer, but only to have one or more lectures in each applicable course addressing this confused area.

--A large percentage of those interviewed feel strongly that all new personnel must have a general introduction course to the Agency and its

18

purpose; too many people, it is stated, arrive on board, commence working, and have few clues to CIA's raison d'etre. Moreover, for the professional employee, many of the components complain about low quotas for their candidates and inopportune timing of some courses.

--A small percentage suggest the introduction of war gaming exercises to sharpen talents for crisis management as well as area familiarization courses for Africa and the Middle East.

12. Critical Training Needs

a. The last item in the questionnaire sought to identify what areas of training are considered vital or critical to each component and what sources of training-- OTR, component/on-the-job, or external--are utilized for these critical areas. A percentage breakdown of all respondents clearly shows the most critical Agency-wide need is management, clerical, and administrative training. General orientation and communications skills (writing and briefing) rank equally as a distant second:

30	-	Management, Clerical, Administrative
18	-	General Orientation
17	-	Communications Skills
14	-	Operations (essentially DDO respondents)
11	-	Foreign Language
5	-	Intelligence Analysis (only DDI respondents)
5	-	Information Science

b. Management and Clerical training is ranked first within each Directorate except Operations, where this category (along with Foreign Language) is listed second after Operations training. Percentage breakdown by each Directorate is as follows:

DDA

50	-	Management, Clerical, Administrative
29	-	General Orientation
21	-	Communications Skills
0	-	Operations
0	-	Foreign Language
0	-	Information Science
0	-	Intelligence Analysis

19

DDO

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38  -  Operations
19  -  Management, Clerical, Administrative
19  -  Foreign Language
12  -  Communications Skills
 8  -  General Orientation
 4  -  Information Science
 0  -  Intelligence Analysis
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DDI

```
26  -  Management, Clerical, Administrative
22  -  General Orientation
19  -  Communications Skills
15  -  Intelligence Analysis
 7  -  Foreign Language
 7  -  Information Science
 4  -  Operations
```

DDS&T

```
38  -  Management, Clerical, Administrative
19  -  Communications Skills
19  -  General Orientation
13  -  Foreign Language
 6  -  Operations
 6  -  Information Science
 0  -  Intelligence Analysis
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c.   Across all Directorates, OTR is viewed as the
primary source for the identified critical training needs,
component/on-the-job training ranking second, and external
training third. The perceived use within each Directorate
of these three sources of training appears to vary, however:
OTR is the major source for the Operations Directorate in
the critical areas it cites, component/on-the-job training
ranks as an equal source with OTR in the Administration
Directorate, and the DDI and DDS&T are the most extensive
users of component/on-the-job and external training.

20

Background Information
(filled in by the interviewers)

1. Name

2. Directorate/Branch/Office/Component

3. Phone Number and Mailing Address

4. Time and Date of Interview

5. Interviewers

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SURVEY OF CRITICAL TRAINING NEEDS

This questionnaire concerns the effectiveness and applicability of current training programs offered by the Office of Training. Our objective is to find out your perception of how well OTR courses are augmenting the skills and capabilities of employees in your component.

There are two phases to this survey. Initially, please mark your reaction to each question by circling the response(s) listed under "General Evaluation" which most clearly expresses your opinion about that particular item.

In the second phase, this questionnaire will be used as a talking paper by a team of interviewers who will discuss OTR training programs with you personally. The time and date for this meeting have been arranged with your secretary. With your cooperation in completing the "General Evaluation" prior to our scheduled meeting, the interview should not exceed one hour. Candid responses are appreciated, and all comments will remain confidential.

For your reference, a list of all OTR courses, grouped by subject area, is attached.

OTR TASK FORCE X2635

25X1

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INTERVIEW GUIDE

I. TRAINING AWARENESS

A.   I am aware of the training programs offered by OTR
(Management, Operations, Foreign Language, Information
Science, Administration, Clerical, Communication Skills
[Writing and Briefing], and General "overview") which might
be available and helpful to personnel in my component.

COMMENTS: GENERAL EVALUATION

1. Yes, all areas.

2. Yes, most of them.

3. Not all, but those
specifically applicable to
my component.

4. Only a few.

5. None of them before I
received this form.

B.   My overall impression of OTR training is that:

COMMENTS: GENERAL EVALUATION

1. It generally meets our training
requirements.

2. It is useful in some areas

_____
(please specify)

but can be improved in others.

_____
(please specify)

3. It is useful, but not essential.

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4. We prefer to use external
    training, or to provide
    component and on-the-job
    training.

5. OTR training is not applicable
    to our needs.

C.   The following categories of OTR training are of
most value to my component:

COMMENTS: GENERAL EVALUATION

1. Management

2. Operations

3. Foreign Language

4. Information Science

5. Administration

6. Clerical

7. Communication Skills

8. General "overview"

FOR THE FOLLOWING SECTIONS, II-VIII, COMPLETE ONLY THESE THAT
ARE APPLICABLE TO YOUR COMPONENT.

II. MANAGEMENT, CLERICAL AND ADMINISTRATION

    OTR has an extensive management, clerical and administrative
training program.

    A.   Do you feel this group of courses provides adequate
training for clerical and secretarial personnel?

COMMENTS: GENERAL EVALUATION

1. It generally meets our
    training requirements.

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2. It is useful in some areas

_____
(please specify)

but can be improved in others.

_____
(please specify)

3. It is useful, but not essential.

4. We prefer to use external
    training, or to provide com-
    ponent and on-the-job training.

5. OTR training is not applicable
    to our needs.

B.   To what degree does this group of courses meet the
training needs of the first line supervisor?

COMMENTS: GENERAL EVALUATION

1. It generally meets our training
    requirements.

2. It is useful in some areas

_____
(please specify)

but can be improved in others.

_____
(please specify)

3. It is useful, but not essential.

4. We prefer to use external
    training, or to provide component
    and on-the-job training.

5. OTR training is not applicable
    to our needs.

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C.   To what extent does this group of courses meet the training requirements of the mid-level manager?

COMMENTS:

GENERAL EVALUATION

1.   It generally meets our training requirements.

2.   It is useful in some areas

_____
(please specify)

but can be improved in others.

_____
(please specify)

3.   It is useful, but not essential.

4.   We prefer to use external training, or to provide component and on-the-job training.

5.   OTR training is not applicable to our needs.

D.   To what degree does this group of courses meet the training needs of officers in top managerial positions?

COMMENTS:

GENERAL EVALUATION

1.   It generally meets our training requirements.

2.   It is useful in some areas

_____
(please specify)

but can be improved in others.

_____
(please specify)

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6

3. It is useful, but not essential.

4. We prefer to use external training, or to provide component and on-the-job training.

5. OTR training is not applicable to our needs.

E.   The course(s) of highest utility in the areas of management and administrative training is (are):

COMMENTS: GENERAL EVALUATION

1. Supervisory Skills

2. Fundamentals of Supervision and Management

3. Management Seminar

4. Levinson Leadership Seminar

5. Problem Analysis and Decision-Making

6. Communication Skills (Writing and Briefing)

7. Administrative Procedures

8. Office Management Seminar

F.   My suggestions for improving the course offerings in management, clerical and administrative training are:

COMMENTS: GENERAL EVALUATION

1. I recommend no changes.

2. _____should be improved.
(please specify)

3. _____should be dropped
(please specify)

because _____.

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7

4. _____ should be added
(please specify)

because _____.

5. I would modify the program in
this way:

_____
(please specify)

III. OPERATIONS

Operations training should provide the skills needed by an operations officer to assess and recruit agents and to collect intelligence. Most of the operations courses, or tradecraft, are conducted at the OTR [_____]   25X1

A. In your component's opinion, does OTR's tradecraft training adquately prepare case officers?

COMMENTS:

GENERAL EVALUATION

1. It generally meets our training requirements.

2. It is useful in some areas

_____
(please specify)

but can be improved in others.

_____
(please specify)

3. It is useful, but not essential.

4. We prefer to use component and on-the-job training.

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8

B.   In my component's opinion, the most useful
operations course(s) offered is:

COMMENTS: GENERAL EVALUATION

1.   Operations Course (Basic)

2.   Senior Operations Course

3.   Introductory Operations Course

4.   Countering Terrorist Tactics
      Course

5.   Agent and Liaison Training

IV.   FOREIGN LANGUAGE

Foreign language training is given through part-time
and full-time courses in 22 languages for Agency employees
and selected dependents.

A.   Does OTR's foreign language training program prepare
those trained to satisfactorily fulfill their job requirements?

COMMENTS: GENERAL EVALUATION

1.   It generally meets our training
      requirements.

2.   It is useful in some areas

      _____
              (please specify)

      but can be improved in others.

      _____
              (please specify)

3.   It is useful, but not essential.

4.   We prefer to use external
      training, or to provide component
      and on-the-job training.

5.   OTR training is not applicable
      to our needs.

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9

B. The most valuable type of language training for my component is:

COMMENTS:

GENERAL EVALUATION

1. Full-time training

2. Part-time training

3. Total Immersion Programs

4. External training

5. Headquarters part-time training

C. My suggestions for improving OTR's foreign language training program are:

COMMENTS:

GENERAL EVALUATION

1. I recommend no changes.

2. _____ should be improved.
(please specify)

3. _____ should be dropped
(please specify)

because _____.

4. _____ should be added
(please specify)

because _____.

5. I would modify the program in this way _____.
(please specify)

V. INFORMATION SCIENCE

Information Science courses stress the application and use of Information Science and systematic methods of analysis in collection and analysis of intelligence, management, operations, and support functions such as finance and personnel. The use of the computer is taught as a medium for applying many of these methods.

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10

A.   Is the Information Science program helpful to your component:

COMMENTS:

GENERAL EVALUATION

1.   It generally meets our training requirements.

2.   It is useful in some areas

. . . . . .
‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾
(please specify)

but can be improved in others.

‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾‾
(please specify)

3.   It is useful, but not essential.

4.   We prefer to use external training, or to provide component and on-the-job training.

5.   OTR training is not applicable to our needs.

B.   Are graduates of the Information Science courses able to apply their computer and Information Science skills on the job?

COMMENTS:

GENERAL EVALUATION

A.   Yes

B.   No

C.   Suggestions for improving the Information Science Center's courses are:

COMMENTS:

GENERAL EVALUATION

1.   I recommend no changes.

2.   ‾‾‾‾‾‾‾‾‾‾‾‾‾‾should be improved.
      (please specify)

11

3. _____ should be dropped
   (please specify)

   because _____ .

4. _____ should be added
   (please specify)

   because _____ .

5. I would modify the program in
   this way _____ .
   (please specify)

VI. COMMUNICATION SKILLS

OTR offers several courses designed to enhance writing and briefing skills of Agency personnel.

A. Which of these courses are most useful to your component?

COMMENTS:

GENERAL EVALUATION

1. Effective Writing (Basic)

2. Writing Better Reports (Advanced)

3. Effective Briefing (General)

4. Intelligence Briefing/Conference
   Leadership (primarily for analysts)

B. To what degree does this group of courses meet the training requirements of your component?

COMMENTS:

GENERAL EVALUATION

1. It generally meets our training
   requirements.

2. It is useful in some areas

   _____
   (please specify)

   but can be improved in others.

   _____
   (please specify)

3. It is useful, but not essential.

4. We prefer to use external training, or to provide component and on-the-job training.

5. OTR training is not applicable to our needs.

VII. INTELLIGENCE ANALYSIS

Although OTR currently does not have a training "program" in intelligence analysis, several course offerings are applicable to the analytic function.

A. Please identify the courses that significantly augment the skills of your analysts.

COMMENTS:

GENERAL EVALUATION

1. Information Science for Intelligence Functions

2. System Dynamics; Principles and Applications

3. Survey of Information Science Systems

4. Information Science for Imagery Analysis

5. Intelligence Process Course

6. Writing Better Reports

B. Does this group of courses provide adequate training for analysts in your component?

COMMENTS:

GENERAL EVALUATION

1. It generally meets our training requirements.

2. It is useful in some areas

_____
(please specify)

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13

but can be improved in others.

_____
(please specify)

3. It is useful, but not essential.

4. We prefer to use external training, or to provide component and on-the-job training.

5. OTR training is not applicable to our needs.

C. What new training related to the analytic function would you recommend? (Examples might be Logic or Intelligence Problem Analysis.)

COMMENTS:

VIII. GENERAL COURSES

General courses offered by OTR--conducted primarily for new professionals and mid- and senior-level officers--are designed to acquaint, update, and broaden personnel with the Agency and Intelligence Community.

A. Does this group of courses meet the objectives for which they were designed?

COMMENTS: GENERAL EVALUATION

1. It generally meets our training requirements.

2. It is useful in some areas

_____
(please specify)

but can be improved in others.

_____
(please specify)

14

3. It is useful, but not essential.

4. We prefer to use external training, or to provide component and on-the-job training.

5. OTR training is not applicable to our needs.

B. The most useful of these courses is:

COMMENTS:

GENERAL EVALUATION

1. Introduction to CIA

2. CIA Senior Seminar

3. Orientation for CTs

4. CIA Today and Tomorrow

5. The Midcareer Course

6. Advanced Intelligence Seminar

7. Intelligence Process Course

8. Administration Directorate Review: Trends and Highlights

C. My suggestions for improving these "overview" courses are:

COMMENTS:

GENERAL EVALUATION

1. I recommend no changes.

2. _____ should be improved.
(please specify)

3. _____ should be dropped
(please specify)

because _____.

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15

4. _____ should be added
   (please specify)

   because_____.

5. I would modify the program in
   this way_____.
               (please specify)

D. Also included under "General" courses are a few
courses on area and substantive familiarization. The most
useful of these courses is:

COMMENTS: GENERAL EVALUATION

                             1. USSR - Country Survey

                             2. China Familiarization

                             3. International Economics for
                                Operations Officers

                             4. Industrial Training Course

IX. SUMMARY

A. In your opinion, what areas of training are <u>vital</u>
or <u>critical</u> for your component?

COMMENTS:

B. To what extent does your component utilize the
following sources for training in these critical areas?

   1. Office of Training:

COMMENTS: GENERAL EVALUATION

                             a. Exclusively

                             b. For most of our training

                             c. For some of our training

                             d. Occasionally

                             e. Never

2. Component or on-the-job training?

COMMENTS:

GENERAL EVALUATION

a. Exclusively

b. For most of our training

c. For some of our training

d. Occasionally

e. Never

3. External training

COMMENTS:

GENERAL EVALUATION

a. Exclusively

b. For most of our training

c. For some our training

d. Occasionally

e. Never

17

Please use this page for any general observations or comments you wish to make.

OTR COURSES

GENERAL MANAGEMENT

Fundamentals of Supervision
  and Management
Le son Leadership Seminar
Ma ement Communications
Management Seminar
Managerial Grid
Problem Analysis and Decision
  Making
Supervisory Skills

SPECIALIZED MANAGEMENT

Administrative Procedures
Career Counseling
Equal Employment Opportunity
Field Administration
Management by Objectives
Project Officer in the Contract
  Cycle

FINANCIAL MANAGEMENT

Ac ting Control
Applied Financial Management
Fundamentals of Budgeting
Survey of Financial Management

RECORDS

File Systems and Procedures
Forms Management Seminar
Records Disposition I, II
Records Management Survey

CLERICAL

Employee Development
Office Management Seminar
Secretarial Administration

OPERATIONS

Chiefs of Station Seminar
Countering Terrorist Tactics
  (includes Defensive Driving)
DDO Operations Orientation
  for DDS&T
Introductory Operations
Operational Records I, II, III
Operational Records and Desk
  Orientation
Operations Course
  (formerly Basic Operations Course)
Persuasion Skills
Preparing for Overseas Assignment
Scientific and Technical
  Collection for DO Officers
Senior Operations
  (formerly Advanced Operations
  Course)
Special Overseas Orientation

COMMUNICATION SKILLS

Effective Briefing
Effective Writing
Intelligence Briefing/
  Conference Leadership
Writing Better Reports

INFORMATION SCIENCE

Information Science for Financial
  Management
Information Science for Imagery Analysis
Information Science for Intelligence
  Functions
Information Science for Managers I
Information Science for Managers II
Survey of Intelligence Information
  Systems
System Dynamics

GENERAL

Administration Directorate
  Review: Trends and Highlights
Advanced Intelligence Seminar
China Familiarization
CIA Senior Seminar
CIA Today and Tomorrow
Intelligence Process
International Economics for
  Operations Officers
Introduction to CIA
  (formerly Intelligence
  in World Affairs)
Midcareer
USSR Country Survey

Attachment 2

The following is a list of the offices, staffs, and divisions contributing to the OTR survey. In the DDO, several branches in each division were interviewed. Reorganization of the DDI was under way during the interview process. Consequently, the listing under that Directorate does not include the newly created units.

DCI AREA

Administrative Office, O/OCI

DDA AREA

Office of DDA
Office of Data Processing
Office of Medical Services
Office of Security
Office of Communications
Office of Logistics
Office of Finance
Office of Personnel

DDO AREA

Office of DDO
East Asia Division

25X1

Latin America Division
Policy and Coordination Staff
Soviet East Europe Division
Near East Division

25X1

African Division
Central Cover Staff
Covert Action Staff

25X1

European Division

DDI AREA

Office of DDI
Office of Strategic Research
Office of Weapons Intelligence
Office of Geographic and
  Cartographic Research
Office of Central Reference
Office of Imagery Analysis
Office of Scientific Intelligence
Office of Economic Research
Office of Current Intelligence
Office of Political Research

DDS&T AREA

Office of DDS&T
Office of Technical Service
Office of Development and Engineering
Office of Research and Development
Office of ELINT

STATSPEC

National Photographic Interpretation
  Center

2