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REPORT ON LONG-RANGE PLANNING ITEMS

OFFICE OF TRAINING AND EDUCATION

JUNE 1983

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INTRODUCTION

The issues which prompted the request for these studies resulted in a broader than called for assessment of Office of Training and Education activity. Two of the studies initiated, one of the OTE curriculum, another of the Career Service, have not progressed far enough yet to provide material for this paper.

The curriculum audit was prompted by a mix of present limitations and perceived future Agency training needs. OTE offers over 90 courses. The office has reached the point where simply adding courses is unacceptable. There are no instructors for more courses and classroom space is limited.

The straightforward solution to these problems is to cut courses. The solution gets difficult when the data is examined. Operations Training, Language Training, Analyst Training and Information Science Training are making important contributions now and are growing in significance. Portions of Management Training, Orientation Training and the "Educational" courses are prime candidates for dropping until the demand data is examined. Courses offered in these areas are also heavily used. They provide training in areas which will grow in importance in the coming decade.

The fact is that most of what OTE is teaching now will have to be taught in the future. The methods employed will with high probability be radically changed. This is sketched out in a subsequent section of this document.

The problem for OTE is how best to respond to an

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increasingly diverse Agency. The Directorates, under the pressure of increasing demand and accelerating rates of external change and complexity, will continue to seek training support for their specific problems with correspondingly less concern for training which is Agency-wide in application. This prompts our conclusion concerning the continuing need for orientation and educational programs. This is an Agency despite its diversity and employees need to understand it as an Agency.

Management training also conducts Agency-wide programs which are increasingly affected by the growing diversity of the directorates. The problems with Agency-wide Management Training are more subtle and the solutions are less obvious. The interpersonal skills involved in managing analysts are also required for managing operations officers, scientists, logistics officers or training officers. The question of whether we respond to the common theme or treat the theme in Directorate context has not been resolved. The curriculum audit is a means for resolving this and related issues.

Over the next ten years, more instructors are going to be involved with technology. Assuming limited Career Service growth, instructors must bring a broader array of talents to training. The Career Service study will catalog the skills and competencies we now possess and provide the means for more systematically assessing the potential to acquire new skills and competencies.

The third element growing out of this review is the identification of a curriculum management role in the Office.

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Accordingly, a position, Assistant Director of Training for Curriculum (ADC), has been established. The responsibility of the ADC is to assure that all of the issues involved in the decision to develop or continue a training program are systematically assessed.

Many of the issues raised in the three subjects for special study are of concern because we have no data from which conclusions can be drawn. There is, for example, no Agency or Directorate implementation plan which explicitly aims at automation of traditional office functions. The assumption seems to be that automated offices will evolve. We can anticipate that this evolution will take place unevenly across the Agency and with the characteristic ratio of success versus failure.

In the absence of office automation planning information, OTE has committed to training for large system implementation. SAFE and CAMS II are the prime examples. Our approach with word processing has been to rely on vendor training and to be prepared to respond to requests for training which aid an office in exploiting the equipment.

The most compelling result of this survey and study has been the strong evidence that OTE must establish closer ties with users. The training officer network is not satisfying OTE's need for timely, well-thought-through training requirements. Establishing and maintaining those ties is a principal objective for the immediate future.

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The three special studies requested of OTE are significantly interrelated. Because of this interrelationship there is unavoidable duplication and overlap in our response to these three issues. The major theme in the response is that the basic tasks of managers and office workers will continue. The methods for accomplishing these tasks will change significantly. These methods will have to become part of the curriculum, but they will also have significant impact on the way the curriculum is delivered. OTE anticipates gaining the same flexibility from technology as any other office.

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FUTURE CHANGE

While the major work themes of the managers and other Agency personnel will remain the same, clearly the advent of the new technology will create an environment which is different, and to some, perhaps alien. All of this altered environment is subsumed under the general rubric of "organizational change." Management and other office-oriented training will need to address how change can be effectively introduced into an established work group environment. This training should address altered forms of interpersonal interactions, the effective management, introduction and coordination of new technology, and shifting of work strategies.

The case study method can address many of the realities of the introduction of change. Simulations will play a significant role in familiarizing employees with the realities of the change process. Addressing the concept of an automated office will not be sufficient --people must have the first-hand experience of being immersed in an automated environment. For this reason the training environment must have the "look" and "feel" of the office of the future. Given this environment, it would be possible to have group decisionmaking conducted using electronic mail. Classroom teleconferencing could introduce this concept to the new supervisor or manager. Program and budget training should be conducted using the VM system.

Some training should be conducted on the computer without assembling a class. From a central location personnel in

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outlying buildings could have a "brown bag" luncheon tutorial on a variety of topics from supervision and management through interpersonal skills training. For example, a case study of a particular personnel problem could be studied by several individuals with guidance provided by the computer program. This strategy would resolve many of the time, travel and space problems encountered in our present instructional environment. This concept would make training available on demand rather than at a scheduled course time. This could resolve both the retraining and course backlog problems.

This strategy, which is entirely possible in the foreseeable future, will require sophisticated trainers and sophisticated equipment. Much of the technology is currently available. The present teaching staff is capable of learning to use the technology. A capital investment in training without adding personnel will have a significant payoff.

As in the past, the programs in Management And Administative Training Division (MATD) must conform to changes taking place in the Agency. Areas of attention will be writing styles, regulatory changes, administrative systems innovations, financial management and personnel management.

The following subjects will require continued or renewed emphasis as a result of new technologies or constraints in funds and ceiling.

. Topics, such as productivity and creativity, should be addressed for all levels of the organization to aid in getting the most from limited resources.

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- Workshops (short one-to two day presentations) on topics such as stress management, time management and change management should replace or supplement lighter treatment in longer courses.

- In addition to training people to use administrative systems, courses must emphasize accomplishing work through people in the organization.

- Training must be offered managers clarifying their role of planning, implementing and evaluating the effectiveness of the automated office.

- Managers will require additional training in effective use of computers as management tools in decisionmaking and monitoring projects.

- Issues such as an older work force, flexible work schedules, working couples and value changes must be examined by managers in training programs.

- Strategic planning, program and budget process training must be addressed.

The new technology will provide more effective means of delivering training in many areas including:

- Teaching rote learning skills such as subject-verb agreement, pronouns, etc.

- Reading improvement and proofreading.

- Self-study programs for home instruction or remote or overseas environments.

- Agency correspondence techniques.

- Use of office equipment as it applies to organizational

systems. Computers and word processors should be able to teach the user how to use.

Changes are also anticipated for other curriculum areas. We have taken the liberty of adding a brief discussion of potential changes and assumptions prompting operations training change. Also included is a general discussion of the longer term future in language training.

FUTURE CHANGE/LANGUAGE TRAINING

Over the next ten years, the Language School will see a modest increase in the number of students to be trained, depending on the success of Agency recruitment efforts for language-qualified employees and on the development of policies requiring language qualification for career advancement. We also expect requirements for teaching foreign languages and English to liaison officials and defectors to continue and possibly to increase. We will continue to have difficulty in securing from our customers good predictions of their future requirements for language training although inferences will be possible when Intelligence Community requirements are established. There will be a greater sharing of language resources throughout the government since this will be the only cost-effective means of accomplishing the greater variety of language training that will be required. This sharing of resources will encompass inter-government testing, curriculum development, and course materials as well as language instruction. A language skills inventory will be maintained for Intelligence Community referral. As we move through the next decade, there will be more interface

between government agencies and the academic world on language-related issues both at the college and secondary school levels. Ultimately, a national standard defining language proficiency levels will be adopted which will cover the complete range of language training from primary schools through graduate study.

We will see in the coming years an increased requirement for residential programs, both long total immersions and short programs to provide survival language skills to people taking frequent TDYs to troubled areas. The mix of languages taught is likely to change drastically over the next decade with more requirements to teach regional languages. A recent study by the Defense Intelligence Agency of language use around the world indicates a move away from "colonial language" requirements by the year 2000 and more training in the many obscure languages of the world. The only way to teach these languages will be through a single government school or by joint sponsorship of academic effort.

With the above as a back-drop, we will see in the next ten years a more automated Language School as we move into word processing and computer-assisted instruction (CAI). Traditional instructional methods will be supplemented by the use of CAI techniques for drills and reinforcement exercises which will free instructors to focus their attention on the more creative aspects of teaching and program development. We will also see the institution of automated registration and tracking of language students. Testing procedures will also be computerized during the next decade with specific proficiency tests selected

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automatically for the student from standarized reading passages and questions. All material on students past and present will be available through computer records. Language Incentive Program participation and award schedules will be automated to ensure more timely response to inquiries and facilitate the payment of awards.

FUTURE CHANGE/OPERATIONS TRAINING

Future plans are based on the following assumptions concerning our future environment:

1. We will face more efficient means of opposition control - technical, psychological, etc.

2. We may have fewer case officers, both overseas and at Headquarters, due to recruitment shortfalls and financial limitations.

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4. We will have in place a sophisticated information handling mechanism to include secure electronic mail capability between the field to Headquarters.

5. Basic computer literacy will be an entry level skill for almost all Career Trainees (CTs).

6. CTs will be even weaker than now in oral and written communciations.

7. Technical communications, electronic and chemical, will be more compact, have greater capacity, and be easier to use.

8. Our targets will remain diverse, but technical

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subject matter will become more important.

9. The motivations of our agents will be more complex than it is now perceived. We will have less traditional control over our agents, though control will be of equal importance.

10. Few CTs will have military experience.

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We will need to respond to specific changes in the operational situations around the world and ensure that we teach tradecraft that is broadly applicable, but basic tradecraft will change little. While we will be using more advanced technologies in teaching portions of the Operations Course, the content of that Course will not change significantly, though some specific items will be added and there will be changes in emphasis. The Course will continue to be very instructor intensive. The Course length will be much the same as now. There will be well-founded pressure to shorten the overall length of the Career Training Program. Most of the shortening will take place during Headquarters portions of the Program in spite of the probable addition of items taught at Headquarters. Interim assignments will probably be significantly shortened. Because of the increased challenge from the opposition, it will be even more important for us to strive for excellence in training and to install in our trainees a passion for excellence. We see the following trends in specific subject matter areas:

1. Tradecraft: We will be training for operations

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2. Interpersonal Skills: Our training in inter-
personal skills will become more extensive and more
sophisticated. Our operations officers must learn to
be better and faster at developing rapport and at
assessing and persuading agents and developmentals.
Time available for these activities will be severely
limited by the opposition and possibly by our own
personnel limitations. We will continue to develop
and to refine our current persuasion skills training
and will include in our training new human
technologies such as Human Behavior Modeling
(developed from Neuro-Linguistic Programming).

3. Communications Skills: We will need to add, at
some point before the Operations Course, remedial
training in oral and written communications. Not
only will our trainees probably be weak in those
areas, but the increased pressures and challenges of
our work will demand that our operations officers be
able to communicate quickly and effectively both with
assets and with the rest of the Organization. In
particular, they will need to communicate accurately
information on technical subjects about which they
might be relatively ignorant. Though our trainees
will probably arrive computer literate, we will have
to train them (probably at Headquarters) on our

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specific systems, particularly on the security
aspects of computer use. We will need 25 to 30
terminals [____] to simulate the stations in which   25X1
our trainees will serve.

4. Values: We will need to devote significant time
to indoctrination in Agency standards of integrity,
ethics, service, and discipline. Given the likely
lack of military backgound of our trainees, we will
have to develop training in leadership which we have
traditionally expected to be entry level skill.

5. General:

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b. We will continue to give special operations
    training to Career Trainees, in part to make up
    for lack of military experience.

c. We will have increased training commitments to
    the military.

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FUTURE CHANGE/RETRAINING

The need for retraining, defined as training designed to develop new skills and competencies which replace skills and competencies which are obsolescent, has not surfaced as an identifiable training requirement. The Agency is fortunate in having a work force which is intelligent, flexible and adaptable. Experience so far in areas impacted heavily by technology is that the significant majority of employees adapt reasonably well when new systems are properly implemented and perform as specified. It is possible that people who lose out when new systems have been installed were going to fail under any circumstance. There is no data which supports that possibility or which identifies occupational groups which may be pushed aside by technological or other change. If certain skills have a high potential for simply disappearing at some point in the future, they should be identified quickly. People holding those jobs should be <u>counseled and tested, career options discussed and appropriate training planned.</u>

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CURRICULUM CHANGE

OTE is part way through an internal audit of its curriculum which will be completed in August 1983. The goals for the audit are essentially those requested in the Phase IV memorandum with two assumptions taken into account. OTE assumes that resource needs will not be fully satisfied. The second assumption is a corollary: OTE cannot continue to meet new training requirements by simply adding courses to the present curriculum.

Quite apart from the Phase IV request for these studies, OTE has conducted a series of conferences with a broad range of DDI officers which confirmed the Analyst Training Curriculum and surfaced additional analyst training requirements. We also took advantage of the cancellation of the Senior Officer Development Course to reassess and redirect our training efforts at the executive level. That process, which includes a conference on Executive Development conducted by the Center for the Study of Intelligence and one-on-one interviews with Agency office heads and executives, will be completed by the middle of June. Operations training is under continual review because of its critical relationship to the DO's need to expand its operations officer cadre.

Information Science training successfully absorbed the courses formerly conducted by ODP and ran the first in a long series of courses in support of the SAFE project. CAMS II training is under development with high priority attention to course substance and required classroom facilities. A clerical training program is under development as a result of a task

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force study. The task force was comprised of senior secretaries from across the Agency.

A significant amount of curriculum change has taken place or is under way. In every instance, these changes involve extraordinary degrees of collaboration with Agency management and employees. Curriculum change is a constant and OTE's record for responsiveness is quite good.

About 90 percent of the courses conducted by OTE can be characterized as skills courses. These courses vary considerably in cost depending on instructor/student ratio and the required training facilities (specially equipped classrooms, terminals, word processing equipment, communications lines, etc.). A five-day skills course conducted in the Chamber of Commerce Building costs between $200 and $500 per student. At the other extreme, the per student cost for the Operations Course is approximately $. The cost varies depending on where the closing exercise is conducted. ILLEGIB

The five-week Midcareer Course (assumed to be an "educational course") costs approximately $400 a week per student. There is not a great difference between the basic cost of skills courses and educational courses. (These costs do not include student salaries.)

The difference between skills and educational courses is in the outcome. Skills courses provide the students with a set of competencies related in a direct way to work assignments. Educational courses provide knowledge and understanding. It is difficult to measure the benefit of more knowledge or better

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understanding in the short term. Skills courses, if they are effective, produce immediately observable results in the work place.

On balance, OTE's role in the Agency is to conduct skills training which responds to an evolving need. OTE's budget and staffing patterns are clearly tilted toward the skills training areas. Those priorities will continue into the future. Educational efforts, such as the Midcareer Course and the Advanced Intelligence Seminar, will also be a part of OTE's future. There is no present alternative to the Midcareer Course.

OTE will report again on curriculum change in August/September 1983.

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NEW METHODS

New approaches to training generally focus on the distribution of training information with emphasis on alternatives to the formal classroom setting. Following are some examples from Information Science, Language and Operations Training which have been studied or have potential for the future. We have also included a statement which summarizes OTE experiences with vendors and an estimate of the skills and competencies required to develop computer-based instruction software.

INFORMATION SCIENCE

New requirements have seen the development of a new course using, in the case of computer skills courses, a classroom equipped with computer terminals. We seem to be approaching a limit in terms of dollars and classroom space, perhaps instructors as well, that can be made available to meet new requirements. Vendor training is an option which is being used with moderate success in FY-83 for word processing training on the WANG system. For the basic skills, vendor-provided training remains an attractive option and should be utilized whenever feasible. For more advanced functional training, which deals with curriculum substance, unique Agency features are involved plus security considerations so that vendor training is not practical.

As more and more terminals come into use, it seems attractive that the system itself can be used as a training medium. In other words, training modules can be written that

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could be accessed by the student using the terminal in the work environment. This option appears particularly attractive for providing training on software enhancements to existing systems. The student would acquire the initial skill in a controlled classroom setting with an instructor but then would use the modules on the terminal to keep current. We think this method has promise and will be developing material along these lines.

To conserve classroom time, it is possible that better use can be made of precourse written material. Students would be sent introductory material prior to the course and the classroom saved for actual hands-on exercises and assistance from the instructors.

Self-study material and on-the-job, do-it-yourself training are also options which should continue to be available. Much improvement is needed before they are an attractive option. Some tests have been developed to give course credit to people who have acquired the appropriate skill level equivalent to an existing course. As we move into a more structured set of prerequisites, tests will be required for all computer skills courses.

LANGUAGE TRAINING

The development of computer-assisted instructional packages will have a profound impact on the way languages are taught. These packages will be an integral part of each language course and the primary vehicle for drill, reinforcement, and review. By the end of the decade, technology will be available to permit

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oral conversation between student and computer. CAI packages will be interactive, presenting material orally through videodisc, videotape, and film. CAI programs will also allow the tracking of student progress through a course showing what exercises were attempted and how well they were executed. This information will be available to students as well as to instructors. In addition to teaching, automated techniques will also be applied to testing. Reading proficiency tests will be given at terminals. Standard proficiency tests with questions and reading passages will be selected automatically to ensure that while all tests are statistically identical, the exact composition of each is different.

Increased interagency pooling of resources in the coming years will permit access to methodologies developed elsewhere in the teaching and testing realm and to personnel as well through interagency referral of linguist applicants.

OPERATIONS TRAINING

What are today's potential new methods?

The computer driven interactive videodisc, a highly versatile form of computer-assisted instruction (CAI), has significant training potential. Some possible applications to Operations and/or Operations Training of this technology follow.

   a. Photography is a major part of the Technical Training
       portion of the Operations Course. On sunny days,
       students apply classroom theories out-of-doors as
       they practice taking discreet pictures. During
       inclement weather, this opportunity is lost. By

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producing an interactive videodisc with a variety of scenes, f-stops, ASA ratings, focal distances, filter combinations, and developing and printing variables, students could receive immediate and accurate feedback on their decisions, regardless of the weather.

b. From oblique overhead photography, the construction of a three-dimensional appearing video image as was done at Aspen, Colorado by MIT's Architecture Machine Group is possible. When placed on random access disc, user-walk-through is possible--i.e., the student can become familiar with the streets and buildings of any given city. He controls right or left, forward or backward movement in this simulation. Applications: (1) OC and Military Operations Training Course (MOTC) students can plot surveillance detection routes without actual street time and attendant expense and exposure. (2) Case officers in the field can do the same.

c. Surveillance detection is presently receiving strong emphasis; however, students receive limited training on how to describe a surveillant or surveillance vehicles once spotted so that, for example, others at the station can be on the lookout for the same activity directed against them.

(1) The Identi-kit line drawings could be placed on videodisc for rapid re-creation of a face

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entire person.

(2) The Identi-kit photos could be treated in a similar fashion for more precise identification.

(3) A variety of vehicles could be placed on the disc, similar to the Identi-kit format, for construction of suspect vehicles.

Instructional Technology, and specifically computer-driven interactive videodisc, has much to offer ⬚ 25X1

⬚ Current studio television equipment 25X1 purchase decisions are being made with this possible direction in mind.

Less glamorous, but more immediately doable, are additional video services in support of existing instruction. For example:

a. Video coverage of Special Operations Training Course (SOTC) jump training to show students correct procedures, and then to provide them with immediate feedback on their own practice performances.

b. Similar coverage of student handgun usage in the Countering Terrorist Tactics Course would be helpful--to demonstrate correct shooting stance, target pictures, and firing results and to provide feedback to the students.

c. Video coverage of the many demonstrations that take place on the 3G range--for courses and VIP visits-- might aid observer comprehension. Presently, certain demolitions exercises are viewed from the security of

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a bunker. Capturing these exercises on videotape would permit student review and replication of the learning event over and over without further staff or material drawn down.

VENDORS

The strategy which has the most appeal for OTE and which so far seems successful is that used with the CAMS II and SAFE Projects. In both instances, OTE has participated in the project during the entire developmental phase on a nearly full-time basis. This participation surfaces special training problems associated with hardware and software, assures that training support can be properly phased with systems implementation, and puts the trainer in contact with the vendor and the users leading, in our experience, to good collaboration in the surge training phase of implementation.

The strategy is fairly simple: involve the training specialist early in the life cycle of the project. The result is an informed choice when deciding to use vendor or internally conducted training to introduce the new system. Vendor conducted training is not a cure-all, but it can bridge the resource gap. Vendor conducted basic skills training is usually less expensive. Vendor training has not been a satisfactory approach for more advanced training--exploiting equipment and data bases, for example. That kind of training is best done internally either by the component or by OTE in close collaboration with the user.

WHAT AN OTE/CBE GROUP MIGHT LOOK LIKE IN THE FUTURE

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In this context, CBE (Computer-Based Education) refers to instruction provided by a variety of Agency computers: VM, WANG, DEC, and other mainframe and mini/micro machines. Courseware would include audio, video (both passive and interactive), graphics and textual material presented in tutorial, drill, and practice and simulation modes. The purview of the group should be wide enough to include adaptive proficiency testing as well.

To preserve flexibility, this group would do only small curriculum development projects in-house, but for most courseware development would plan, oversee the development of, and evaluate material done by outside contractors. The CBE Group will need expertise in:

1. Instructional design

2. Educational psychology

3. Media specialties

4. Educational technology

5. Programming

6. Subject matter specialties (on rotation or detailed to the job)

7. Production coordination

The CBE group would work with various elements of OTE at first and perhaps later with other components of the Agency to determine what aspects of training should be adapted to CBE. The CBE Group would also do the preliminary design study. If development were to be contracted out, the group would be responsible for developing the technical aspects of the Request For Proposals (RFP) and for overseeing the evaluation of

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For Proposals (RFP) and for overseeing the evaluation of
competing proposals. The group would also work with the
component involved to evaluate all courseware in the trial
implementation phase to ensure that curriculum developed met the
needs of those who used it.

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RESPONSE TO CUSTOMER REQUESTS

1. PROFESSIONAL DEVELOPMENT (PD)

The Professional Development Division was disbanded in May 1983. The Division had been formed to focus on need of mid-level and senior officers for a broad understanding and knowledge of the Agency, the intelligence process, the Intelligence Community, and Executive and Congressional policy processes. Additionally, the Division supported the Leadership Seminar conducted by Dr. Harry Levinson.

During the existence of the Division, the Midcareer Course was redesigned, and an extensive study of the Agency executive selection and development procedures was initiated.

The Midcareer Course (MCC) redesign was accomplished without disturbing the relationship between the Course and the Directorates. The Midcareer Course has become institutionalized. It clearly belongs to the Agency more than it does OTE. Directorates are jealous of their Midcareer time, do not give up time willingly, and are actively concerned that they "do well" in the Course. We believe the redesign improved the quality of the Course. Midcareer participants have consistently rated the Course well. Those who speak to the Midcareer Group consistently seek feedback and consistently respond positively to suggestions for change.

The Midcareer Course quality is good as verified by direct contact with senior officers and by participant evaluation. It responds to a specific need--it is the first opportunity most participants have to learn of the activity and current status of

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the Agency and the community.

The Senior Officer Development Course (SODC) has had a troubled existence. The Course was created by executive order. There was no Agency consensus around the training needs being met. The Course was considered too long, too short, too narrowly focused or too broadly focused. Each running was an adventure. The conduct and content of the Course improved rapidly and measurably. Most, but not all, of the participants found the Course at least useful. Many found it to be a very significant experience.

The Spring 1983 running was cancelled because of an un-representative student body. The cancellation offered the opportunity to evaluate SODC and assess the training needs of officers at the senior level. This assessment began with an Executive Development Conference conducted by the Center for the Study of Intelligence. The report of that conference has been published. At this time, interviews of all office chiefs and above are being completed. The results of the interview sessions, as well as the conference results, will lead to proposals for training at the executive and senior officer level. Those proposals will be published in mid-June. They are not reported in this paper.

The Leadership Seminar continues to be highly regarded by participants. A significant proportion of SIS level officers have attended. In recent weeks, OTE adjusted the attendance criteria to include high potential GS-15 officers who hold significant management positions. This adjustment will assure a

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continued flow of high quality officers for the Seminar.

2. INTELLIGENCE TRAINING

The Analysis Training Branch (ATB) conducts training for the Directorate of Intelligence (DI) analysts in response to requirements levied through the DI Senior Training Officer (STO). The Branch currently offers nine courses, but the number of courses will expand to 18 by the beginning of calendar year 1984.

A. Branch Overview

The Branch conceives its role as providing instruction designed to develop or enhance the skills, abilities, and substantive knowledge of intelligence analysts assigned to the DI. Courses are grouped into four categories depending upon the purpose and objectives of the course. The categories are skills, information, supervision and substance.

1. Category I: Skills Courses

Category I includes those courses designed to teach skills required by DI analysts to effectively produce finished intelligence. The content of each course is carefully selected to meet the particular needs of the students given their organizational level, experience and competency as analysts. For example, new analysts are given significant instruction in the more basic skills of writing, analysis, editing, etc. Advanced analysts are taught more sophisticated analytic techniques, such as quantitative methodologies, creative problem solving techniques, etc.

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The identification of precise skills to be taught in a particular course is determined by direct consultation with DI management. A recent survey of DI office chiefs identified 10 skills. These are: skills in research, conceptualizing analytical problems, organizing information, problem solving, creating options, basic writing techniques and DI style, briefing, quantitative methods, the use, and application of computers, and environmental skills. The skill courses are:

- Principles of Analysis Course - a five-day segment of the Career Trainee Development Course.
- Introduction to Analysis Course.
- Seminar on Intelligence Analysis.

2. Category II: Information Courses

Category II courses are designed to convey information to students bearing directly on the processes of intelligence analysis. The processes range from collection systems available to generate intelligence information to methods for ensuring that finished intelligence products are relevant to the policymaking consumer. These courses are:

- Survey of Intelligence Collection Systems.
- Intelligence Process Seminar.
- Industry Familiarization Course.
- Seminar on the Producer-Consumer Relationship.

3. Category III: Supervision Courses

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Category III courses meet the DI perceived need to train managers in the unique supervision and administrative practices of the DI. Currently, the branch offers one such course:

- Supervision of Analysis Seminar.

4. Category IV: Substantive Courses

Category IV includes those courses designed to enhance the substantive abilities of DI analysts and supervisors. Current offerings are limited to one such course:

- Economics for Supervisors.

A. Long-range Issues

1. & 2. Future Changes and Curriculum Changes

By its beginning of CY 1984, ATB will add nine courses to its program of instruction. By category, these courses are the following:

Category I: Skill Courses

- New Analyst Course.

- Basic DI Writing Skills.

- Analyst Support Course.

Category II: Information Courses

- ELINT Training Course.

- Defense Industries - currently with GITB.

Category III: Supervision Courses

- Symposium on DI Supervision.

B. Performance in Response to Customer Requirements

The Analysis Training Branch has developed several mechanisms for ensuring that the total training program and the course curriculum remain responsive to the needs of the DI consumer. Several means are employed:

1. In the summer of 1982, the DI Senior Training Officer and C/ATB extensively interviewed each DI office director, deputy director and career management officer. The interviews resulted in the identification of the kinds of skills, information and knowledge needed by analysts at differing stages in their careers--Junior Analyst, Journeyman, and Senior Analyst. A composite profile was developed, written up in a report, and presented to the office chiefs with a compendium of the courses taught by ATB to meet the needs of analysts at the identified career stages.

The Branch has recently developed a survey questionnaire which next month will randomly sample DI analysts to determine their perceptions on the skills, information, and knowledge needed at critical career points. A report will be developed on these analysts' perceptions and provided to the DDI and ADDI.

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2. __Office Conferences__

In the fall of 1982, ATB hosted a conference of DI office chiefs, deputy office chiefs, and executive officers. The conference was moderated by the ADDI and the Director of Training and Education. The results of the summer 1982 survey were presented and each course reviewed by the conferees. Specific changes in several courses were recommended. These changes were subsequently incorporated into the curriculum. In addition, the conferees indicated a need for additional courses--military analysis training, economic training, skills development for Intelligence Assistants, and a course of six-weeks length designed for all new DI analysts.

The ADDI wants to hold a second office conference in the fall 1983 to discuss the implementation of the previous year's recommendations and to again review the curriculum in light of this year's survey questionnaire.

3. __Branch and Division Chief Conferences__

The Analysis Training Branch holds quarterly sessions with groups of up to 50 DI branch and division chiefs. These sessions are designed for mutual information sharing and for the elicitation of feedback from the operating level. Generally, the sessions have proved effective in building understanding and commitment to the DI analyst

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training program.

4. Monthly Meetings with DI Senior Training Officers

C/ATB meets monthly with the DI/STO to discuss progress toward implementing changes in the training program. These are attended by the ADDI on a selected basis.

C. Timeliness, Quality and Responsiveness of Support

Surveys, office conferences, branch chief sessions and monthly meetings with Senior Training Officers provide a continuing feedback mechanism for ensuring that the total analytical training program meets current and projected DI training needs. Generally, we believe that DI management from the director to the analyst level perceive the training as relevant and applicable to their needs. This assertion is validated in part by the increasing demand for new courses and by the sustained number of enrollments in existing courses. Moreover, the ADDI has recently detailed two senior DI officers and one part-time contract annuitant to assist in the design and implementation of the new training requirements.

ATB semi-annually reviews each course for focus, content, relevancy, and student understanding and acceptance. Although information generated through surveys, questionnaires, conferences, etc. is utilized, most attention is paid to student evaluations in these reviews. The branch has implemented a standarized student evaluation form which looks not at student satisfaction but at learning, i.e. do students understand what is taught and do they recognize the application to the back-home

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environment. Generally, the semi-annual review results in modifications to courses, such as the introduction of new topics, new skill areas or in the pacing and flow of the content. The Branch also makes use of external training, consultants, and Agency expertise as the means for keeping track of new skills and topical areas which should be introduced into its courses. For example, the Branch held a three day seminar on formal logic with an external consultant. The effort has resulted in the introduction into the basic courses of several teaching modules on reasoning and argumentation in the analytic process.

In at least one instance, a major reorganization of a course was undertaken in response to student feedback. The Principles of Analysis--a one week course designed for Career Trainees(CTS), most of whom are destined for the DO--was changed from a survey oriented course to an analytic skill course. Student feedback had indicated that the survey approach was too broad and, in their view, not relevant to their needs. The course was revamped and now teaches the analytic process by classroom exercises and simulations.

C. General Intelligence Training Branch (GITB)

GITB is responsible for a wide range of training activities, including:

Orientation

Introduction to CIA

Orientation for New Employees

CIA Today and Tomorrow

Administrative Directorate: Trends and Highlights

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Career Trainee Development Program and

follow-up Priority Issues and Targets for

persons, largely CTs, who have completed the

Operations Course.

Operations Support

Overseas Orientation Course

Risk of Capture Course

Operational Records I and II and other records

training

Scientific/Weapons Intelligence for the

Operations Officer

Introductory Phase of the Clandestine Operations

Familiarization Course

International Narcotics Intelligence Issues

Area and Substantive Issues

Advanced Intelligence Seminar

USSR Country Survey

China Familiarization

Communism in the Contemporary World

International Economics

Soviet Realities/Russian Language

Performance in Response to Customer Requirements

GITB has attempted to adapt its courses to meet the needs
of Agency components--in scheduling and in content. In addition,
we have responded to new requirements. In March 1983, at the
request of the DO, GITB offered a course "International Narcotics
Intelligence Issues." This was based on a course offered a year

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earlier by the International Activities Division (IAD) of the DO. OTE was able to broaden and strengthen the course in form and content. The response was excellent, but a number of questions will be examined with the consumer elements, particularly IAD. These include questions of students (Intelligence Community or CIA only), frequency, and the possible need for a shorter exposure for persons such as records officers who require only a minimum knowledge of the issues. This effort represents a rapid and useful response to a specific requirement levied by an operating component.

Timeliness, Quality and Responsiveness of Support

GITB is in close contact with components through training officers and through officers at various levels within those components. We rely on supervisors and training officer reactions and on student evaluations to determine the quality, timeliness and relevance of training. Efforts are underway to adjust to changing needs and resources. Before offering the course on Communism in the Contemporary World (first time in December 1982), notes were distributed to concerned officers who made suggestions which were assessed and, where appropriate, included into the new course.

It will be necessary, over the coming years, to develop a system of selective feedback. Today, we rely on the useful but imprecise means noted above. Feedback must be selective because of the high volume of students trained by GITB.

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3. MANAGEMENT AND ADMINISTRATIVE TRAINING DIVISION (MATD)

Using FY 1982 as the base, MATD accomplished the following:

Twenty-three courses were conducted a total of 152 times

Total enrollment in those courses was 2875 Agency employees

The 23 courses offered by MATD typically run at or near capacity. Additionally, the following courses have experienced significant backlogs of students.

	Students FY-82	No. Runnings FY-82	Standard No. Runnings
Briefing Techniques	90	9	9
Counseling Course	180	10	9
Effective Employee Course	380	10	10
Effective Written English	348	29	25
Leadership Styles & Behavior	288	8	6
Management Development Course	245	7	6
*Program on Creative (POCM) Management	36	3	6
Proofreading	176	10	6
Writing for CIA	180	15	15

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*POCM ran only three times in FY-82 due to lack of available assessment psychologists. A contract was signed with the Center for Creative Leadership for FY-83 and the course is again running on schedule.

In response to the backlogs, several have been conducted more frequently than the normal schedule. The statistics for these runnings are listed in the second column. (Number of Runnings FY-82)

The regularly scheduled course runnings provide training topics required by a diverse audience. In order to be more responsive to the needs of a specific type of audience, special presentations are made on request. In 1981, 1982, and 1983 over 1600 employees were participants in these "special" sessions.

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Topics covered have included the following:

	Number of Runnings
Managing Change	6
Time Management	6
Effective Supervision	1
Nonverbal Communication	4
Management of Stress	1
Creative Problem Solving	4
Listening Workshop	7
Writing Tutorials	8
Performance Appraisal Workshop	4
Effective Employee Course	10
Team Building	1
Utilizing Group Resources	1
Feedback	4

57 Total

These special offerings have been conducted for offices in each Directorate. The attached details these subjects and for whom they were conducted. Every component in the Agency has benefitted through the normally scheduled courses and a significant proportion of these components have received the more tightly focused assistance through the specially requested presentation.

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Another form of specially dedicated programs is the
Workshop. Currently MATD conducts Performance Appraisal and
Selection Interviewing Workshops. These can be requested by a
component and, while they have a standard format, it can be
modified to address the component's needs. In FY 81, 82, and 83
these were conducted on the following basis:

	Component	Number of Students
Performance Appraisal Workshop	DDS&T	84
	DDA	38
Selection Interviewing Workshop	DDA	33
	DDI	17
	DDS&T	18

By supplementing the normal schedule of courses with more
narrowly focused presentations for particular offices, MATD has
been able to address in a very timely fashion the stated require-
ments of the many Agency components. Due to constraints on staff
availability, it has been necessary to occasionally turn down a
request. Where this has been necessary every effort has been
made to satisfy the component's requirement in some fashion, that
is, another date has been selected or someone outside the MATD
staff has been found who could address the need. As a result,
requestors have been turned down for special consideration on
fewer than 10% of the requests.

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The scheduled courses are targeted at Agency careerists at certain points in their careers. In this fashion it is possible to provide training for people when it is most appropriate. For instance, the Field Administration Course is offered to Operations Support Assistants just prior to an overseas assignment. The Management Development Course is offered for first-line supervisors within their first year of acquiring supervisory responsibility. MATD has learned through carefully collected participant feedback, that targeting training in this timely fashion is the only effective method of delivering the training product. When training has been received out of sequence it has been less than responsive to the students' needs.

Every course offered in MATD assesses the quality of that training as viewed by the individual student. The vast majority of this response has been very positive. It has frequently been this feedback which has dictated course modifications. Periodically, the course staff will conduct an internal audit of the course content to determine if the topics are responding to consumers' requirements. This review process provides for a dynamic environment in which course materials, topics, and methods are frequently modified.

Providing training for such a diverse audience precludes all consumers' needs being fully met. MATD has occasionally found that a component would like to have training more narrowly focused on their particular needs. The previously mentioned special offerings are a partial response to this demand. The charter to provide training to Agency-wide audiences inhibits our

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ability to fully respond to these perceived requirements. The overwhelmingly positive response to current offerings would make it difficult to focus the training more narrowly. However, new strategies for delivering this training are under constant investigation.

A major concern in the area of responsiveness is the significant backlog in the previously cited MATD courses. While additional runnings have been conducted, these have made only a modest dent in the backlog figures. Two efforts should have a beneficial impact on this problem.

1. More careful management of the selection process should assure enrollments.

2. Some increase in staffing should allow for a few more runnings of the most heavily backlogged programs.

Dedicated Runnings and Workshops

Office of the Director

DCI/EEO - Team Building - one running for 13

DCI/OP - Time Management - one running for 30

Directorate of Administration

DDA/OS/Special Agents Education Group - Nonverbal Communication - three runnings for a total of 65 students

DDA/OS/Special Agents Education Group - Listening Workshops - three runnings for a total of 60 students

DDA/OTE/LS - Interpersonal Feedback - one running for 25

DDA/BAB - Presentation on Nonverbal Communication and Cross Cultural Behavior - one running for eight

DDA/OC - Problem Solving Session - one running for ten

DDA/OC - Nonverbal Communication - one running for 30

DDA/OC - Applied Creativity - Innovative Problem Solving - one running for ten

DDA/OC/Telecommunications Operations Branch - one running for 25

DDA/OC - Listening Workshop - one running for 25

Directorate of Intelligence

DDI/OIA/Technical Systems Division - Time Management - one running for 30

DDI/OIA/Conventional Forces Division - Time Management - one running for 30

DDI/European Issues Division - Time Management - one running for 35

DDI/Office of East Asia Analysis - Managing Change - one running for 20

DDI/Publications Center - Managing Change - one running for 35

DDI/Current Production and Analytic Support - Managing Change - one running for 25

DDI/Current Production and Analytic Support - Managing Change - one running for 30

DDI/OCR/Acquisitions Branch - Group Process/Problem Solving - one running for 11

DDI/OCR - Listening Module - one running for 25

DDI/OCR - Assertive Communication Presentation - one running for 50

DDI/OCR - On Being Your Own Personnel Officer - one running for 40

DDI/OCR - Group Problem Solving - one running for 30

DDI/OCR - How to Make Decisions - one running for 30

DDI (NFAC/NESA) - Feedback Workshop - one running for 15

DDI (NFAC) - Matrix Management - one running for 15

DDI/OER - Time Management - one running for 30

Directorate of Operations

DDO - Admin Procedures - one running for 25

DDO/DCD - Effective Supervision - one running for unknown number

DDO/DCD - Nonverbal Communication - one running for 25

DDO/DCD - Listening - one running for 25

DDO for Ops Training - Lecture - Opening speaker to cover subject Management to Operations Management Seminar for ten

DDO/STO - Management of Stress Workshop - one running for 30

DDO/OED - Writing for NOC Officer - one running for 12

DDO/OED - Condensed version of Writing for CIA - five students for seven runnings = 35 students

Directorate of Science and Technology

DDS&T/OTS/Training Branch - Managing Change - one running for 40

DDS&T - Effective Written English - two runnings for a total of 26 students

DDS&T - Management Development Course I & II (combined) two runnings for a total of 60

DDS&T/Personnel Branch - Interpersonal Skills - one running for 60

DDS&T - Effective Employee Course - ten runnings since 1978 for an average of 28 students each running = 280

DDS&T/NPIC - Challenge to Change - one running for unknown number

DDS&T/NPIC - Presentation to Feedback - one running for ten

DDS&T/FBIS - Process of Interpersonal Feedback - one running for 20

DDS&T/OD&E/KPG - Utilization of Group Resources - one running for 24

Non-Agency Training Included:

Intelligence Community Staff - Admin Procedures - one running for ten

Presidential Interns - Time Management - One running for 14

4.   LANGUAGE TRAINING (LT)

The Language School has been able to respond positively to a
great variety of customer requirements, from lengthening tradi-
tional courses to developing a week-long survival program for
people with immediate needs for rudimentary language capabili-
ty. Approximately 80 students so far have taken one of the eight
runnings of the week-long Spanish Survival Course (SURS). Famil-
iarization and minimal survival (FAMS) courses of 12 weeks'
duration are available for people who need language familiariza-
tion rather than the development of professional level skills.
Few people have selected this option, however, preferring to
negotiate the length of their training. Fully 80 percent of our
full-time students plan from the outset to complete less than the
number of hours in our shortest traditional course, which is of
six months' duration. In addition, course curricula is routinely
tailored to fit individual needs for specialized vocabulary

25X1

acquisition.
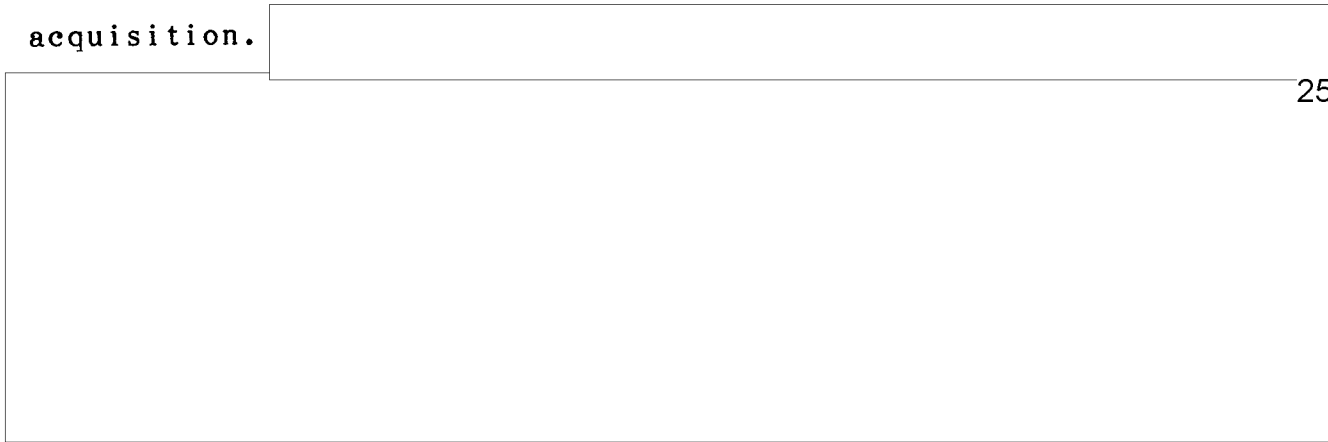
25X1

The debate continues with the Language School
25X1

responding to requests for this type of material on an individual

basis.

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During the past two years, four additional runnings [ ]   25X1

[   ] of Total Immersion Programs have been   25X1

held in order to accommodate the students unable to attend the

regularly scheduled programs. The Language School has responded

to requests for training at disparate locations, and in addition

to the programs at the Chamber of Commerce Building, provides

instruction at Headquarters, [   ] and Key   25X1

Building. By far the largest, the Headquarters program has been

increasing by about 50 to 75 students in each of the past three

years. For the fall 1982 program, approximately 475 part-time

students were enrolled to study one of ten different languages.

Since the inception of our part-time program [   ]   25X1

[   ] in FY-82, 90 students have taken this training. In   25X1

addition, approximately 76 students have studied one of the seven

languages offered at the Key Building since fall of 1980.

The Language School increasingly has been asked to provide

language instruction to liaison officials and defectors. In this

regard, we have done teaching of foreign languages using a common

third language and much teaching of English to foreigners. In

FY-82 and FY-83, six of our instructors were called upon to teach

English to speakers of foreign languages, and two instructors

were tasked with teaching their native language to two liaison

officials of a third country. Requests for translation and

interpretation services are received too frequently to list;

several of our instructors do this type of work for other agency

offices as a matter of course whenever they are not teaching or

testing here. We expect these requirements to continue.

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Additionally, members of the Language School staff have frequently responded to requests for TDY interpretation and translation duties abroad. In FY-82, five language instructors spent a total of 20 weeks on overseas TDYs.

Fully 50% of the Language School's teaching is done in response to ad hoc requests. The continuing inability of our customers to adhere to scheduled course dates causes an inefficient use of Language School resources. We realize, however, that this is not done capriciously, and we try to accommodate all off-cycle requirements; nevertheless, this is not always possible.

The survival course in Spanish (SURS) was developed in short order in response to urgent requests. In addition, our instructors have tailor-made courses to emphasize particular vocabularies, and we have conducted before and after hours classes to meet priority requirements. We have also increased the number of a variety of high-level language maintenance courses. In the future, more of our courses--especially those in high-level maintenance--will be opened to students from other government agencies.

5. OPERATIONS TRAINING DIVISION (OTD)

OTD has two principal customers for its product: (a) the Directorate of Operations and (b) the Department of Defense (DoD).

The latter customer is desirous of having the following

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program modifications made:

    a. Three Military Attache Courses per year vs. the present two, or 40 students per class vs. 30 with two runnings.

    b. A special Military Operations Course running for 15 DoD HUMINT case officers.

    c. Neuro Linguistic Programming (NLP) training for all military students.

25X1

By way of ensuring that OC students are adequately prepared for this relatively rigorous activity, upgraded physical training facilities are proposed, to include an alternate site for an enlarged weight training room, probably adjacent to west side of the present gym, and racquet ball/squash courts possibly adjacent to the north side. Additionally, the reinstallation of the obstacle course formerly in this area is being explored.

The Operations Management Seminar (OMS) has been revised this year, deleting impersonal communications and surveillance detection, since these skills are now available through the

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Covert Instruction Division.

Components within the DO have requested video assistance with their training programs [   ] and [   ] have received support and, to the extent that OTE requirements for studio time permit, can expect similar service in the future.

25X1

25X1

25X1

Additional tasking comes from OTE for classroom support. OTD has been responsive, and will be more so in the future as facilities are upgraded as is happening with the Centralized Television Program Distribution Facility being constructed in Room 132.

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OTD courses, such as the Clandestine Operations Familiariza-tion Course (COFC), are tailored for participants who have no operational experience--such as language instructors, DDI and DDS&T persons.

Likewise, the defensive driving portion of the Countering Terrorist Tactics Course (CTTC) has been dedicated to special groups such as the FBI, Secret Service, Drug Enforcement Agency, DoD, etal.

CTTC responsiveness may be self-curtailing as the number of surplus vehicles available for this course is rapidly diminishing.

Timeliness, quality, and responsiveness of support has in the past been sometimes limited by the amount and quality of the equipment and supplies at hand. Thanks to an augmented FY-83 budget, additional student cameras, transceivers, paging devices, practice ammunition, and classroom video distribution equipment, for example, have been purchased which will permit achievement of these desirable program characteristics for the immediate term, but future budget cuts would diminish our capacity to provide support.

6. INFORMATION SCIENCE CENTER (ISC)

The process of identifying training requirements and then

designing programs to respond to them in a timely manner with a quality product is difficult. It is a two-way street which requires close coordination between the customer and the trainer. For specific computer systems, for example CAMS2 and SAFE, the set of students to be trained is reasonably well defined, the timing of the training is determined by system delivery, and the tasks to be performed determine in a fairly straight-forward way the training that must be accomplished. Early involvement of OTE in the development and design of such systems is essential. For both of these systems, OTE/ISC personnel were involved 1 1/2 to 2 years before the start of actual training. In effect OTE/ISC personnel, working with the customers, helped determine the training requirements and then participated in developing the program to meet them. We think this approach is the only way a quality training product can be delivered on time for systems of this type. In general, however, OTE is not manned at a level which allows trainers to devote almost full-time to this type of liaison. If we are to be responsive in the future as more and more computer systems are introduced, it will be essential to have staffing levels which allow for this kind of participation.

Close liaison with ODP is important now and will increase in importance in the future. This liaison is essential because additions of new software capability and enhancements of existing capability are made continuously. Training courses must be current and accurate to be effective so we must have a way to be

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aware of such changes before they are implemented. This liaison is performed on an informal basis now but needs to be formalized.

7. EXTERNAL TRAINING (TSD)

In administering and monitoring the Agency-wide external training activity, OTE/TSD serves a cost-effective role, as check point for the most efficient and inexpensive way to meet the specific training requirement. If the latter is something that might be handled via an internal course, the training request is diverted to the internal channel. Also, TSD checks past critiques and its "resource reservoir" of external training sources and suggests other possibilities, less expensive and in the local area, or closer to it, in an effort to lessen travel and per diem costs. In FY-82 savings of approximately $20,000 were realized by such monitoring and interoffice coordination.

Another form of support to the Training Officer network is the screening of external informational material, which is received in OTE/TSD from a variety of sources--colleges and universities; Government agencies; and private companies. This dissemination activity is carefully monitored, and done in connection with a formal subject survey TSD distributes to components on an annual basis. The replies are analyzed and collated and every effort is made to get the right type of information to the right place in the Agency. In FY-82 TSD sent out 1,029 single copies of such, and 19,687 multiple copies.

Following on this, a lot of research is conducted to locate

the type of training desired, facility, etc. to best meet the requirement, whether Agency-sponsored or not. These queries range from fairly routine requests for date, location, and cost of certain courses, to questions requiring extensive contact(s) and coordination. (Recent examples: courses in project management, or similar, for NPIC, and what training is being planned by the Office of Personnel Management and/or Social Security Administration in connection with the recent changes in Government retirement vis-a-vis Social Security benefits, for OP's Retirement Division.)

8.   OFF CAMPUS PROGRAM

Another activity which is used on an Agency-wide basis is the Agency Off-Campus Program. This Program is organized, administered, monitored, and funded by OTE. The University of Virginia's Falls Church Center is our facilitator; all courses, curriculum, and instructors (all Agency personnel) are approved by the University's appropriate Department Head at Charlottesville. An average of 19 courses are included in each of two semesters; most are taught in classrooms at Headquarters, and a few are conducted in out buildings. Courses are selected by an OTE chaired committee, with input and consultation with selected Agency components, depending on the area of expertise. The selection of courses is based on Agency need; for example, as an alternate to heavily backlogged internal courses; in critically needed disciplines, e.g., information systems, area study,

communications skills. In FY-82 a total of 425 students partici-
pated in the Program, most sponsored, some self-sponsored.
Tuition costs for two semesters totalled $52,713.

It is hard to judge the quality and responsiveness of the
Off Campus Program. The instructional staff must meet academic
standards established by the University. The program is
responsive to the needs of participants so long as minimum class
size is met and a qualified instructor is available. The program
is comparatively inexpensive and it appears to serve a need.
Participation is not large but consistent. On balance, there are
more pluses than minuses. If we didn't sponsor the Off Campus
Program we would have to develop something like it.

REDUCING LEAD TIME AND IMPROVING QUALITY OF RESPONSE

Two assessments of the lead time and quality follow. They provide good perspective of the problem for the entire office. In general the sooner OTE gets involved in a prospective training problem the better. First, it's important because some problems which appear to be training-related are really better solved by other means; procedural change, better instruction and guidance from management, etc. Secondly, early involvement almost always guarantees a more precise, better quality response to the training need.

The response of the Language School to training requests would be greatly facilitated by better forecasts of requirements on the part of our customers. Knowing requirements in advance would help us to make available the right mix of resources at the right time.

The quality of instruction would be enhanced if more students would enroll in advertised classes rather than make ad hoc starts which are disruptive to ongoing classes and wasteful of teaching resources. A more judicious selection of students, i.e., those with proven language learning ability or high MLAT scores would eliminate the resource-stretching requirements to split classes in order to separate slow learners from normally-paced or fast classes. Pressure on our limited teaching assets may in the near future require us to bow to the necessity of discontinuing slow or marginal students.

Finally, the quality of the instruction provided by the Language School is enhanced through expanded training programs for teachers and participation by the staff in the activities of professional associations.

Since the finished product is a qualified first-tour case officer, and the base material is a newly hired CT, the "manufacturing" process must be the operations training provided. Lead time reduction--i.e., shortened operations courses--is not anticipated. Given the increasingly hostile environment faced by case officers abroad, the direction has been just the opposite. Longer training is necessary due to the additional skills required. For example, the addition of six weeks [   ] delays entry of the 25X1 potential case officer into the field by at least that amount of time. However, when he gets there he is better prepared mentally, physically, and in terms of skill level, to survive whatever adversities s/he may encounter. Thus, the longer lead time seems appropriate and desirable.

The question of improved quality is more difficult to address since it is the belief of OTD that already in place is a high quality program. Although fine tuning takes place after each course, the basic staff-intensive "hands on" approach has been well proven over the years as being a viable way to produce good case officers.

While the instructional emphasis may change--e.g., the attention to surveillance detection in the last several years-- who is to say that the course quality has improved? It is simply

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weighted differently in response to evolving operational realities.

UNNECESSARY PAPERWORK, CUMBERSOME REGULATIONS, AND ADMINISTRATIVE REPORTING

PAPERWORK

OTE produces a lot of paper in the form of training materials for the classroom. Handling this volume will become less of a problem as word processing equipment becomes more available.

No one in OTE raised an issue concerning unnecessary administrative paperwork or reporting nor were there complaints concerning cumbersome regulation. External training programs are guided by Title V of the U.S. Code, which is used effectively. Internal regulations are not causing difficulty.

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APPENDIX

INTERNAL COURSE STATISTICS BY FY

FY	NUMBER OF COURSES	NUMBER OF RUNNINGS	NUMBER OF STUDENTS
79	83	328	
80	88	379	
81	88	367	
82	90	402	

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AGENCY OFF—CAMPUS PROGRAM

	1979		1980		1981		1982	
	SPRING	FALL	SPRING	FALL	SPRING	FALL	SPRING	FALL
STUDENTS	142	180	113	248	185	309	193	232
COURSES	16	14	9	18	15	20	14	16
COSTS	$14,891	19,749	12,583	26,278	20,944	33,723	23,268	29,445

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ADP TRAINING BACKLOG

COURSE	OCT 82	MAY 83
FUNDAMENTALS OF VM	230	53
INTERMEDIATE OF VM	129	42
GIMS	85	55
SCRIPT	46	31
RAMIS REPORT WRITING	58	26
FUNDAMENTALS OF PL1	41	18

ROUTING AND RECORD SHEET

SUBJECT: (Optional)					DD/A Registry
QTE Long-Range Planning Items					83-0140/4

FROM:	EXTENSION	NO.
DTE		
1026		**DATE**
C of C		3 June 1983

25X1

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.)
	RECEIVED	FORWARDED		
1. DDA 7D18 HQS				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				

FORM 610 USE PREVIOUS EDITIONS
1-79