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83-1570/8

19 August 1983

OTE 83-6303

MEMORANDUM FOR: Executive Director

VIA: Deputy Director for Administration

25X1   FROM: [ ]

                   Director of Training and Education

SUBJECT: Executive Committee Consideration of Executive
                   Training

    1. The Issue. On 31 August 1983 the Executive Committee
will consider an OT&E proposal for a new Agency executive
training program. At issue is the kind of training OT&E should
offer to meet the Agency's needs for executive development.

    2. Background. Since January 1983, the Executive Develop-
ment Staff of OT&E has been studying this issue.

    -- The study began with a survey of 20 external programs
to determine how other agencies develop their executives, and
what training courses are available in other agencies and at
various academic institutions.

    -- In April, at a conference convened by the Center for
the Study of Intelligence, some 24 participants (GS-15 to SIS-3)
identified and explored issues related to executive develop-
ment. Their observations and suggestions were circulated to the
Deputy Directors and their associates, and to the chiefs of
offices, area divisions, and major staff elements throughout the
Agency for review and comment.

    -- Eighty-seven of these senior officials were then
interviewed regarding their views on the effectiveness of CIA's
program for senior officer development, on the competencies
required of Agency executives, and, more specifically, on the
Agency's needs for executive training.

    -- In studying the results of these interviews, OT&E
discovered considerable ambiguity and diversity in perceived
needs. We developed a number of options designed to accommodate
these differences. These options--with a proposal recommended by
OT&E--were circulated to the Deputy Directors in a memorandum
dated 14 June 1983.

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3. Observations. OT&E offers the following key observations and conclusions derived from its study.

-- Executive development is a problem of growing proportions in the Agency, requiring the immediate and continuing attention of top management to ensure that CIA will continue to have leadership of the highest quality. (See data in tables at attachment A.)

-- Many executives consider the Senior Officer Development Program as currently constituted as not the best possible approach to selecting, training and developing an executive force that will enable CIA to meet traditional standards of excellence.

-- Because of the diversity in functions and experience of the various directorates, a centralized Agency-wide program for executive development would be difficult to implement and generally is not acceptable to the career services.

-- The range of developmental needs is reflected in the large number of key executives at or near retirement age, the relative youth of others, and the number with less than ten years of Agency experience.

-- Complicating this picture is a trend toward greater specialization in some directorates, and the reduced opportunity for junior officers to serve in assignments outside their basic career services. Our next leaders are not likely to have the breadth of experience of those currently in SIS-3 and SIS-4 positions. Opportunities for such assignments and changes in career among officers at the GS-15 and SIS-1 level are increasingly rare.

-- Finally, we conclude that, to be most effective as an executive, an Agency officer's career should include a progression of challenging developmental assignments in his/her basic career service, and if possible, at least one assignment outside that service to broaden one's Agency perspective. These on-the-job experiences should be complemented by internal and external training courses to help familiarize officers with concepts and techniques that can help him/her perform effectively at the executive level. Such preparation can help the officer make the shift to an executive perspective, and enhance his/her competence at managing complex intelligence activities.

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4. <u>Proposed Executive Training Program</u>. After considering the various training options outlined in our 14 June 1983 memorandum, and given the diversity of developmental needs found in the career services, we recommend a flexible training program, comprising a core course to be attended by all officers on their initial appointment to an SIS-level position, supplemented by a series of specialized, elective seminars and mini-courses open to all officers in executive positions. (See attachments B and C for training options and OT&E's proposed curriculum.)

-- The core curriculum would focus on those skills which are in the purview of most Agency executives, such as dealing with Congress, planning, delegating, preparing a budget, etc. It would give them an <u>Agency</u> outlook, and help them make the shift to an executive perspective from which they can focus more on the conceptual level, and on integrating the work of their component to the rest of the Agency and the government. It would provide a training experience that would be common ultimately to all Agency executives. By limiting the core course to SIS-level officers, we would reduce the "miss rate" experienced when we attempt to train prospective executives in the larger population of GS-14s and 15s.

-- The electives would be organized in close consultation with the career service panels, in an effort to tailor what is offered to the needs of individual officers and of the components. These multiple training opportunities will help broaden officers in certain skill areas, and provide knowledge where their prior experience may not have prepared them adequately to function at the executive level.

5. <u>Views of the Deputy Directors</u>. The DDI and the DDO responses to our 14 June 1983 memorandum are attached. The DDA and DDS&T requested that we brief their staffs on the issue. Directorate reactions to our proposal were generally positive, although some differences were expressed regarding implementation strategies. (See attachments D & E.)

6. <u>Action Requested</u>:

-- We request that the Executive Committee approve the OT&E executive training proposal.

-- We further request that the Executive Committee members agree that the Career Services should review their goals and activities aimed at developing the next echelon of executives with a view to discussing with OT&E representatives the training needs of specific candidates. Discussion would center on the OT&E curriculum, but could also include consideration of external training or other developmental opportunties as well.

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      -- The Executive Committee may also want to consider whether a broader, more comprehensive review of the professinal and executive development needs of the Agency is needed. Our brief study, although focused on training, suggested that in many respects the Agency has not kept pace with other Federal services nor with much of industry in these fields. In our survey, we heard too often that top officers--or the best ones--can't be spared for assignments intended to provide the breadth of outlook and experience needed by future executives. Training can substitute for some of this, but other initiatives beyond our purview may be in order.

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Attachments:
    A1-A5 - Executive Survey Background Data
    B1-B3 - Survey Responses on Training and Competencies
    C - Proposed Executive Training Curriculum
    D - Memo from the DDI
    E - Memo from the DDO

Distribution:
  Original & 21 to Addressee
  1 - Executive Registry

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AGENCY STATISTICS

DIRECTORATE	AVERAGE YEARS OF SERVICE	AVERAGE AGE
DDI	20.95	47.3
DDA	26.06	54.11
DDO	27	52.78
DS&T	15.64	49
DCI	27.58	57.83
Agency-wide	23.34	51.28

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KEY EVENTS

IN EXECUTIVE DEVELOPMENT

	Given position of responsibility early in career.	Given challenging assignment in U.S.	Given challenging assignment overseas.	Right place at the right time.	Help from a senior official.	Rotational assignment.	Change in Career Service.	Working for outstanding manager.	Working for a poor manager.	External training.	Internal training.	Other key events.
DDT 21*		10			8	11		10		14	11	
DDA 18	7		9			6		10				6
DDO 23	16	14	17		10	17		15				
DS&T 14	12	11		12	12		11	12	5			
O/DCI 11		4	3		3	4				6		3
Agency-wide	42	42	39		35	41		49		31		

*Number of people interviewed

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SKILLS, EXPERIENCE, OR TRAINING LACKING
WHEN THEY BECAME EXECUTIVES (as percent of respondents)

	Developmental Assignment	Executive and Management Skills*	Senior School
DDI 21**	29	57	10
DDA 18	6	33	
DDO 23	13	48	9
DS&T 14	50	14	
O/DCI 11	9	43	
Agency-wide 87	21	46	5

*The most frequent responses Agency-wide were budget, personnel planning, interaction with other directorates and government agencies, long-range planning, managing limited resources, conflict negotiation, and oral and written presentation skills, in that order.

**Number of people interviewed.

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EXECUTIVE TRAINING EXPERIENCE

	JOT/CT	Midcareer	Senior Seminar/ SODC	Senior School
DDI 21*	5	14	9	10
DDO 18	17	11	5	1
DS&T 23	2	6	4	2
DDA 14	5	8	7	5
O/DCI 11	5	5	2	4
Agency- wide 87	34	44	27	22

*Number of people interviewed.

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EXECUTIVE TRAINING OPTIONS

% in favor of:	DDI	DDA	DDO	DS&T	O/DCI	Agency-wide
OTE course longer than 4 weeks	63	79	9	43	78	48
broader selection, shorter courses	50	50	69	79	50	64
modular*	54	64	53	86	50	63
part-time (during or after hours)	40	30	50	79	14	48
self-study material	100	29	50	77	67	49

*Modular approach consists of a number of short courses, workshops or seminars dealing with specific subjects.

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EXECUTIVE TRAINING OPTIONS

% in favor of:	DDI	DDA	DDO	DS&T	O/DCI	Agency-wide
Agency-wide courses	79	93	77	86	100	85
use of prestigious schools	75	63	33	64	73	57

KEY EXECUTIVE COMPETENCIES*

External Orientation
1. Able to view directorate and Agency policies and programs within the context of broad national priorities.
2. Understand US foreign and national security policy interests in situations affecting your work.
3. Understand relationships among--the Congress, the White House, and other components of the national security and foreign policy community.
4. Understand purposes of the Agency as a component of the government and as an institution in a democratic society.
5. Familiar with relevant technological developments.
6. Understand social and political forces affecting Agency mission.
7. Recognize the special responsibilities of the public trust, and legal constraints on your component's activities.

Management
8. Know organization and responsibilities of the Agency and its major components, and their role in the intelligence process.
9. Able to develop long-range program goals.
10. Able to develop and implement action plans for accomplishing program goals.
11. Able to organize resources and structures to accomplish program goals.
12. Able to establish priorities among alternatives.
13. Able to set objectives and evaluate their accomplishment.
14. Able to delegate effectively.
15. Able to set individual performance standards and appraise performance realistically.
16. Able to interact with non-career managers, executives and staff personnel.
17. Able to utilize the basic management support systems in personnel, procurement, and information handling.
18. Able to participate effectively in budget and resource allocation decision processes.
19. Understand the forces of change, and able to plan for adapting your organization to a changing environment.

Interpersonal
20. Able to speak and write clearly and concisely.
21. Able to coach and counsel subordinates.
22. Able to give and receive feedback constructively.
23. Able to manage group processes, deal with diverse views and ambiguity, resolve conflicts.
24. Able to recognize and overcome blocks to communication.
25. Able to use appropriate leadership techniques.
26. Able to create an organizational climate which results in a motivated work force.
27. Understand when and how to tap various sources of power to build support for your component's goals.
28. Able to negotiate on a wide variety of issues.

Personal
29. Possess self-insight and awareness; able to make an accurate self-assessment.
30. Able to think and act as an executive; have an executive presence; self-confident in an executive role.
31. Have a strategic focus.
32. Have an interest in the development of the organization, self, and subordinates.
33. Able to evaluate and take reasonable risks to accomplish your component's objectives.
34. Possess personal objectivity and integrity.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34
DDI	X	X	X					X	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
DDA	X			X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
DDO				X		X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X	X		X	X	X
DS&T	X	X			X			X	X	X	X	X	X	X				X	X	X	X	X	X	X	X	X	X	X			X	X	X	X
O/DCI	X		X	X		X	X	X	X		X	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Agency-wide	X	X					X	X	X	X	X	X	X	X	X			X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

*with a mean score of greater than 4.0 on a scale of 1=low to 5=high.

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<u>Outline for Two/Three-Week Course for New SIS Officers</u>

<u>Course Objectives:</u>

1. To help new SIS officers make the conceptual shift to an executive perspective.

2. To heighten awareness of the international and domestic -context for Agency activities.

3. To enhance the individual's competencies for managing resources and activities in support of Agency goals.

4. To foster a collaborative, team approach to resolving Agency management issues.

5. To help build a common experience base for Agency executives.

<u>Topics to be Covered:</u>

I. External Environment:
   Challenges to U.S. national security interests.
   Domestic issues affecting national security policy.
   The interaction of intelligence with the policy process.
   CIA and the Congress.
   CIA and the law.

II. Managing the Intelligence Process:
   Human resource management
     o Issues in recruiting, retaining and developing people.
     o How to use Agency personnel management controls and systems.
   Regulatory issues and pitfalls confronting the executive.
   Strategic planning and the budget process.
   Managing large programs.
   Specific management and resource issues
     o Collection, technical versus human.
     o Improving the quality of analysis.
     o Trends in covert action.
     o Impact of technological trends on the executive.

III. Executive Perspectives
   On becoming an intelligence executive -- personal and professional growth.
   Executive leadership -- using power and authority judiciously.
   Ethics and the intelligence profession.
   The changing role of the Agency -- managing the future.
   Corporate wisdom -- goals and views of top management.
   Risk -- and taking responsibility for decisions.